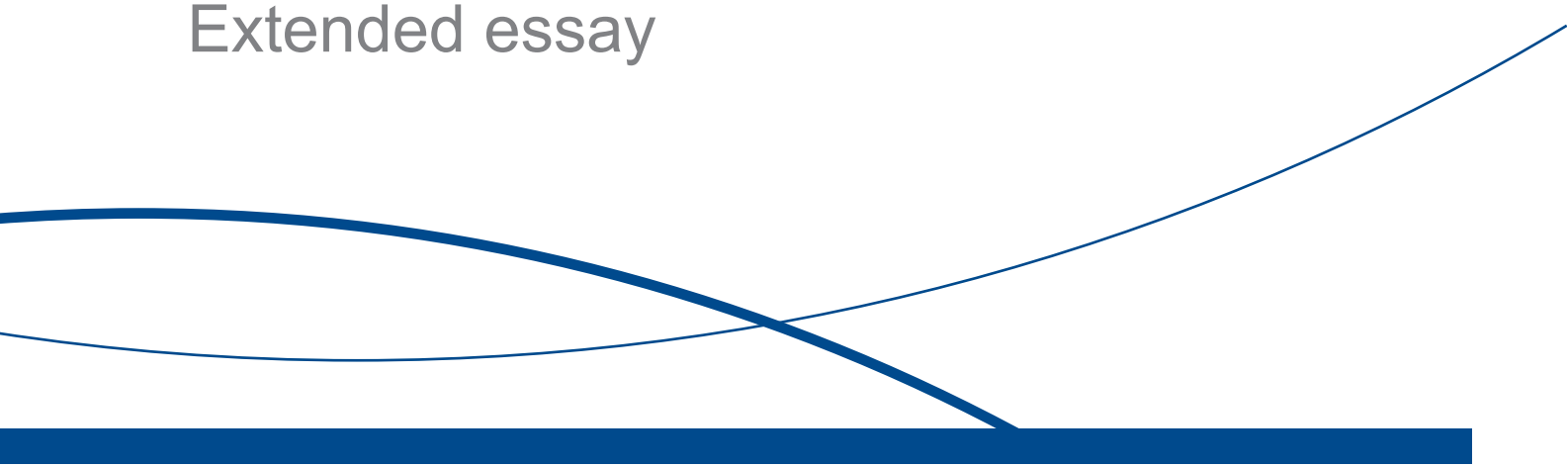


# International Baccalaureate

Asia Pacific

Extended essay



Sydney  
July 2011  
English  
Denise Logan

# Teacher Training Workshop

Run by

**Asia Pacific**

Web site: [www.ibo.org](http://www.ibo.org)

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# Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

November 2002

# La Déclaration de Mission de L'IBO

L'Organisation du Baccalauréat International (IBO) a pour but de développer chez les jeunes la curiosité intellectuelle, les connaissances et la sensibilité nécessaires pour contribuer à bâtir un monde meilleur et plus paisible, dans un esprit d'entente mutuelle et de respect interculturel.

À cette fin, l'IBO collabore avec des établissements scolaires, des gouvernements et des organisations internationales pour mettre au point des programmes d'éducation internationale stimulants et des méthodes d'évaluation rigoureuses.

Ces programmes encouragent les élèves de tout pays à apprendre activement tout au long de leur vie, à être empreints de compassion, et à comprendre que les autres, en étant différents, puissent aussi être dans le vrai.

Novembre 2002

# Declaración de Principos de IBO

La Organización del Bachillerato Internacional tiene como meta formar jóvenes solidarios, informados y ávidos de conocimiento, capaces de contribuir a crear un mundo mejor y más pacífico, en el marco del entendimiento mutuo y el respeto intercultural.

En pos de este objetivo, la Organización del Bachillerato Internacional colabora con establecimientos escolares, gobiernos y organizaciones internacionales para crear y desarrollar programas de educación internacional exigentes y métodos de evaluación rigurosos.

Estos programas alientan a estudiantes del mundo entero a adoptar una actitud activa de aprendizaje durante toda su vida, a ser compasivos y a entender que otras personas, con sus diferencias, también pueden estar en lo cierto.

Noviembre 2002



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## Extended essay guide: Additional guidance

Please find below clarification on two areas covered by the current guide published in March 2007 for first examinations 2009.

### Responsibilities of the supervisor

The list of tasks required of the supervisor on page 8 of the guide includes the following points.

"It is **required** that the supervisor:

- reads and comments on the first draft only of the extended essay (but does **not** edit the draft)
- monitors the progress of the extended essay to offer guidance and to ensure that the essay is the student's own work; and reads the final version to confirm its authenticity."

The second of these points refers to the whole process of supervision, from the first meeting with the student to completing the supervisor's report on the cover of the final essay. Supervisor input is most crucial in the initial stages, in ensuring that the student has chosen a suitable topic and devised an appropriate research question. An initial plan of the investigation and outline of the proposed essay may also need careful attention, for example, to check that the proposed approach is feasible. A student may also present a section of the essay for supervisor comment, for example, to check that citation and referencing has been properly understood.

Although advice from the supervisor is never prohibited, the expectation is that the process of research and writing will become increasingly independent as it proceeds.

Hence the first requirement above that states that students may receive comments on the first draft of the **completed** essay (although the supervisor should never do the students' work for them) but repeated re-drafting with further input from the supervisor is not allowed. The supervisor is permitted to answer questions and offer advice but not to read more than one draft of the completed essay before the final version is submitted for authentication by the supervisor and assessment by the IB. This is in line with IB requirements in other coursework assessment tasks.

### Bibliographies, references and citations

The advice given on pages 16–18, along with assessment criterion I on page 30, may be confusing in some circumstances. Some documentation styles, particularly those used for science papers such as that recommended by the Council of Biology Editors (CBE), use numbered references and a list of works cited, in citation sequence. Where such a system is used consistently and accurately in an appropriate subject, a student will not lose marks for the absence of an alphabetical bibliography.

The band descriptors are:

- A Work of an **excellent** standard
- B Work of a **good** standard
- C Work of a **satisfactory** standard
- D Work of a **mediocre** standard
- E Work of an **elementary** standard

## Award of diploma points

The extended essay contributes to the overall diploma score through the award of points in conjunction with theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge. Both the extended essay and theory of knowledge are measured against published assessment criteria. According to the quality of the work, and based on the application of these assessment criteria, a student's performance in each of the extended essay and theory of knowledge will fall into one of the five bands described previously. The total number of points awarded is determined by the combination of the performance levels achieved by the student in both the extended essay and theory of knowledge according to the following matrix.

## The diploma points matrix

		Theory of knowledge					
		Excellent <b>A</b>	Good <b>B</b>	Satisfactory <b>C</b>	Mediocre <b>D</b>	Elementary <b>E</b>	Not submitted
Extended essay	Excellent <b>A</b>	3	3	2	2	1 + Failing condition*	N
	Good <b>B</b>	3	2	1	1	Failing condition*	N
	Satisfactory <b>C</b>	2	1	1	0	Failing condition*	N
	Mediocre <b>D</b>	2	1	0	0	Failing condition*	N
	Elementary <b>E</b>	1 + Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

A student who, for example, writes a **good** extended essay and whose performance in theory of knowledge is judged to be **satisfactory** will be awarded 1 point, while a student who writes a **mediocre** extended essay and whose performance in theory of knowledge is judged to be **excellent** will be awarded 2 points.

A student who fails to submit an extended essay will be awarded N for the extended essay, will score no points, and will not be awarded a diploma.

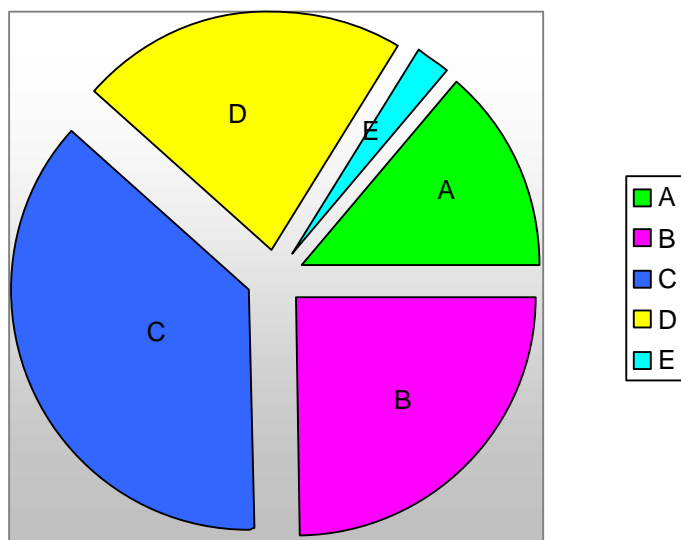
Performance in both the extended essay and theory of knowledge of an **elementary** standard is a failing condition for the award of the diploma.

\* From 2010 onwards, 28 points overall will be required to be eligible for the diploma if a student attains an "E" grade in either the extended essay or theory of knowledge. As previously, a grade "A" in one of the requirements earns an extra point even if the other is a grade "E". Attaining a grade "E" in both the extended essay and theory of knowledge continues to represent an automatic failure.

## 26 Extended essay results May 2010

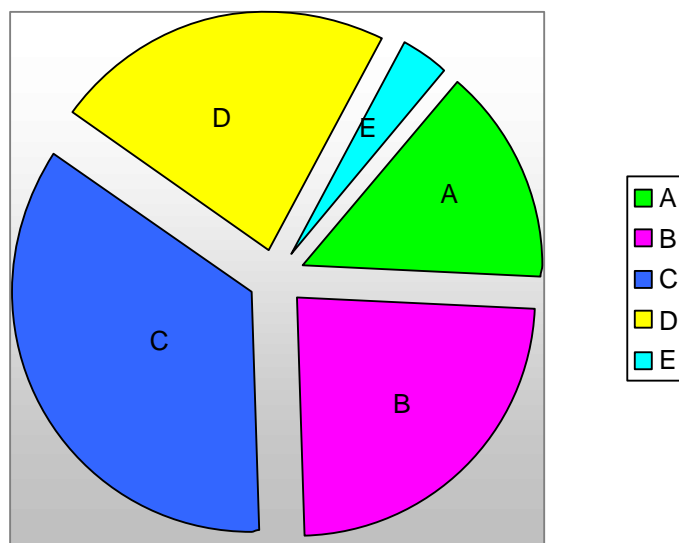
EE grade awarded per subject group	A	B	C	D	E	Total of candidates awarded grade	Total of all registered candidates	Percentage of candidates awarded grade
Group 1	1,615	2,222	2,589	1,215	80	7,721	7,773	99.33%
Group 2	640	754	928	510	25	2,857	2,882	99.13%
Group 3	2,592	5,594	9,177	5,692	677	23,732	23,943	99.12%
Group 4	762	1,676	2,646	1,811	188	7,083	7,148	99.09%
Group 5	149	239	497	292	56	1,233	1,247	98.88%
Group 6	662	883	1,285	714	60	3,604	3,636	99.12%
PS	128	222	195	79	4	628	632	99.37%
SBS	96	232	343	215	9	895	901	99.33%
Total	6,644	11,822	17,660	10,528	1,099	47753	48162	99.15%
Percentage of candidates awarded a particular grade	13.91%	24.76%	36.98%	22.05%	2.30%			

Graph 26.1 Percentage of grades awarded: extended essay May 2010





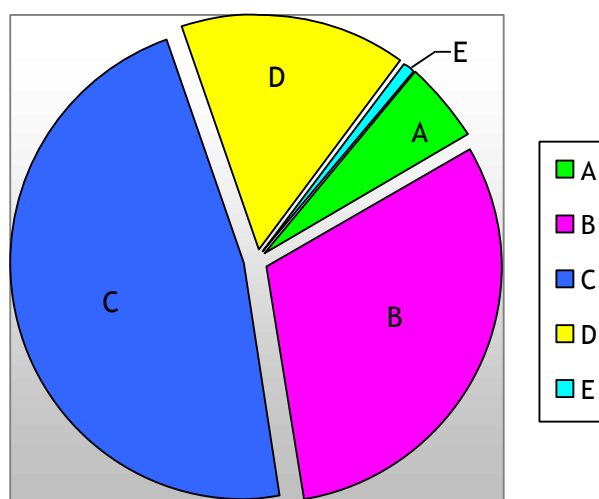
**Graph 26.2** Percentage of grades awarded: extended essay May 2009



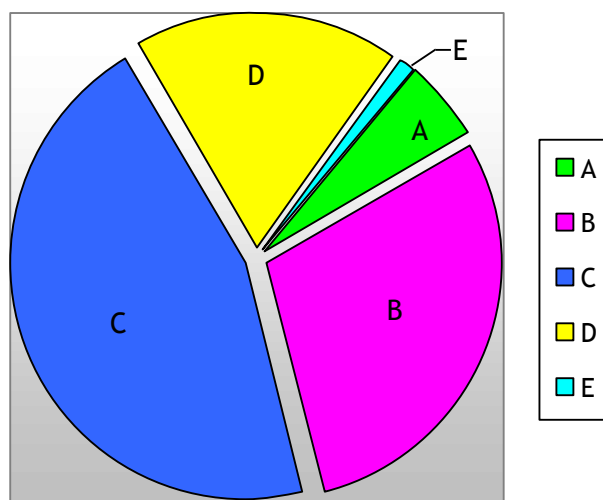
## 27 Theory of knowledge results May 2010

TOK grade awarded	A	B	C	D	E	Total of candidates awarded grade	Total of all registered candidates	Percentage of candidates awarded grade
Number of candidates awarded grade	2,571	14,646	22,274	7,397	335	47,223	48,296	97.78%
Percentage of candidates awarded grade	5.44%	31.01%	47.17%	15.66%	0.71%			

**Graph 27.1** Percentage of grades awarded: theory of knowledge May 2010



**Graph 27.2 Percentage of grades awarded: theory of knowledge May 2009**



## 28 Distribution of additional points May 2006–May 2010

Additional points		0	1	2	3	Total	Mean points
May 2006	Number of candidates awarded	9,714	14,132	4,873	2,734	31,453	1.02
	Percentage of candidates awarded	30.88%	44.93%	15.49%	8.69%	100.00%	
May 2007	Number of candidates awarded	11,115	15,976	5,296	2,862	35,249	1.00
	Percentage of candidates awarded	31.53%	45.32%	15.02%	8.12%	100.00%	
May 2008	Number of candidates awarded	12,715	17,739	5,556	3,169	39,179	0.98
	Percentage of candidates awarded	32.45%	45.28%	14.18%	8.09%	100.00%	
May 2009	Number of candidates awarded	12,671	19,852	7,512	4,210	44,245	1.07
	Percentage of candidates awarded	28.64%	44.87%	16.98%	9.52%	100.00%	
May 2010	Number of candidates awarded	12,246	23,029	8,225	4,549	48,049	1.11
	Percentage of candidates awarded	25.49%	47.93%	17.12%	9.47%	100.00%	

## B7.1 Current guide

The information given in this section of the handbook must be read in conjunction with the *Extended essay guide*.

May and November 2011 examination sessions	
Title of publication	Date of issue
<i>Extended essay guide</i>	March 2007 (Updated November 2008 and February 2009)

## B7.2 Summary of latest arrival dates

Action	Session	To	Latest arrival date	Method/ forms
Submit requests for an extended essay in a language A1 not available for the session	May 2012/ November 2012	IB Cardiff	<b>15 October 2010/ 15 April 2011</b>	IBIS
Submit extended essays for assessment	May 2011/ November 2011	Examiner	<b>15 March 2011/ 15 September 2011</b>	Candidate checklist and coversheet
Submit predicted grades	May 2011/ November 2011	IB Cardiff	<b>10 April 2011/ 10 October 2011</b>	IBIS

## B7.3 Regulations

- Only candidates registered under the diploma or retake categories may submit an extended essay.
- Retake candidates wishing to improve the grade for their extended essay may submit either a revised or a new extended essay. A new extended essay can be registered in the same or in a different subject. However, a six-month retake candidate resubmitting an extended essay must register for the same subject.
- If a diploma candidate withdraws from the extended essay, but does not withdraw from all subjects, this results in a change of category from diploma to certificate.
- An extended essay submitted for assessment in a subject or response language for which it is not registered may not be assessed.
- It is the school's responsibility to ensure that each candidate submitting an extended essay is supervised by a teacher at the school with appropriate qualifications and/or experience in the subject chosen by the candidate. It is not permitted for a relative of the candidate or a person who is not a teacher at the school to undertake the role of the supervisor.

- Each supervisor must be familiar with the extended essay requirement for the Diploma Programme and their responsibilities for guiding candidates on the preparation and writing of an extended essay. Both supervisors and diploma candidates must have access to the relevant sections from the *Extended essay guide*.
- An extended essay must be submitted in one of the subjects of the Diploma Programme available for the extended essay and must meet the criteria. A list of subjects in which extended essays can be submitted is available in section B7.4.
- A candidate need not submit an extended essay in a subject that has been selected as one of that candidate's six diploma subjects, subject to the approval of the coordinator.
- Extended essays in all subjects (with the exception of essays submitted in group 1 or group 2) must be written in English, French or Spanish.
- With effect from the May 2010 examination session, a grade E in either an extended essay or theory of knowledge results in no diploma being awarded for a candidate whose total score is 24, 25, 26 or 27 points. A candidate must obtain at least a grade D in both these requirements in order for a diploma to be awarded.

## B7.4 Subject availability

### B7.4.1 Group 1

Extended essays in group 1 are intended for candidates whose mother tongue is the language A1 chosen for the extended essay. The essay must be written in the language A1 chosen by the candidate. Candidates must not be encouraged to write a group 1 extended essay in their group 2 language, with the exception of those candidates who wish to submit a group 1 extended essay in their language A2.

A language A1 SL school supported self-taught candidate is not permitted to offer an extended essay in his or her language A1.

The list of languages available for group 1 extended essays matches the combined list of available languages A1 for May and November.

If a candidate wishes to submit an extended essay in a language A1 not available for the session, the coordinator must obtain permission from IB Cardiff by **15 November/15 May**, 18 months before the written examinations. All such requests for May and November 2010 have now been processed and the schools concerned have received authorization.

### B7.4.2 Group 2

Extended essays in a group 2 language are intended for second-language learners. A candidate is not permitted to submit a group 2 extended essay in a language A1 that is a subject for their diploma. This regulation applies regardless of whether that language A1 fulfils a diploma requirement for groups 1, 2 or 6.

The list of languages available for group 2 extended essays matches the combined list of available languages A2, languages B and languages *ab initio* for May and November. There is no special request service for group 2 languages.

Classical Greek or Latin is available in English and Spanish as the response language for either the May or November session. If a candidate wishes to write their Classical Greek or Latin extended essay in French the coordinator must obtain permission from the coordinator help desk by **15 November/15 May** eighteen months before the written examinations. An option to submit this as a special request is not currently available on IBIS.

### B7.4.3 Groups 3 to 6

The following subjects are available in English, French and Spanish for 2011 and 2012.

Biology	Information technology in a global society
Business and management	Mathematics
Chemistry	Music
Computer science	Peace and conflict studies
Dance	Philosophy
Design technology	Physics
Economics	Politics
Environmental systems and societies	Psychology
Film	Social and cultural anthropology
Geography	Theatre
History	Visual arts
Human rights	World religions

For first assessment in May 2013, world studies, and literature and performance, will be available as mainstream subjects for extended essays. Both subjects will be available in English, French and Spanish.

## B7.5 Change of subject

A change of subject for an extended essay will only be accepted before the second registration deadline of **15 January/15 July**. The change should be indicated on IBIS.

If a candidate submits an extended essay in a subject or response language that is not the subject/response language for which it was registered, contact the coordinator help desk by email for advice. Do not send the essay to an examiner for the “new” subject/response language, even if there appears to be an appropriate examiner on the examiner notification.

## B7.6 Completion of the extended essay cover

All extended essays must be submitted to the examiner with the cover completed and signed by the candidate and by the candidate’s supervisor. If either the candidate or the supervisor does not sign the extended essay cover it will not be accepted for assessment and may be returned to the school.

Both the candidate and the supervisor must complete the cover in the same language as the extended essay. This includes all languages for extended essays in group 1 and group 2.

Candidates must ensure the submitted essay is secured within the IB extended essay cover so that its pages can be easily removed and photocopied. The IB extended essay cover must be used; no other cover will be accepted (for example, leather or some similar form of presentation). Although it is appreciated that many candidates will take pride in the presentation of their extended essay, no additional marks will be awarded for binding the extended essay.

## B7.7 Submission of extended essays

### B7.7.1 Examiner notification

The examiner notifications for extended essays are released on IBIS by **20 February/20 August**, approximately two months before the written examinations. The examiner notifications provide the name and address of each examiner allocated to the school for the marking of extended essays in each subject. (More than one examiner may be allocated to a subject if extended essays are being submitted in more than one response language.)

### B7.7.2 Candidates who fail to submit an extended essay

A checklist (or attendance sheet) is available on IBIS under the menu for candidate registration. For each extended essay subject and response language, print the checklist. For any candidate who has not submitted an extended essay, regardless of the reason, write a cross in the box against his or her name. Include this checklist with the batch of available extended essays that you send to the examiner for the subject concerned.

If a candidate has not submitted an extended essay because of adverse circumstances, send a completed form D2 to IB Cardiff without delay.

### B7.7.3 Sending extended essays to an examiner

Send each extended essay (enclosed within its cover) to the examiner to arrive no later than **15 March/15 September**. If possible, mail the extended essays immediately after the examiner notifications have been received so that examiners receive their allocation of extended essays well before the deadline.

Please include the checklist mentioned in section B7.7.2 above even if all candidates have submitted an extended essay.

Coordinators must retain at least one copy of each extended essay in case an extended essay becomes mislaid on the way to an examiner.

## B7.8 Submission of predicted grades

Coordinators are required to submit a predicted grade for each candidate's extended essay. These grades are submitted using IBIS. These grades must be entered on IBIS by **10 April/10 October**, approximately three weeks before the written examinations.

The IB scale and, therefore, the only permitted predictions for the extended essay, are as follows.

Grade	A	Excellent performance
	B	Good performance
	C	Satisfactory performance
	D	Mediocre performance
	E	Elementary performance

## B4 Changes to administration for 2010 onwards

The information given in section B4.1 highlights a change to the administrative procedures described in the *General regulations: Diploma Programme*.

The information in sections B4.2 through to B4.11 highlights changes to the administrative procedures described in all sections of this handbook.

Please note that several of the reminders given here describe important changes that have already been introduced.

### B4.1 *General regulations: Diploma Programme*

The following amendment to the *General regulations: Diploma Programme* issued on 1 August 2007 takes effect from the **May 2010** examination session.

#### **Article 15: Award of the IB diploma**

The current article 15.2 states: “The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met. Grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them”.

With effect from the **May 2010** examination session, a grade E in either an extended essay or theory of knowledge will become a failing condition, requiring a candidate to obtain at least a grade D in both these requirements in order for a diploma to be awarded. Therefore, paragraph c of article 15.2 has been amended.

The new wording for article 15.2, paragraph c, states that at least grade D has been awarded for both theory of knowledge and an extended essay.

### B4.2 Section A: Introduction to the Diploma Programme

Note the following revised paragraph in section A2 of this handbook.

All higher level subjects, the core and at least one standard level subject must be taught over the two years of the programme. It is permissible to teach up to two standard level subjects during the first year and assess them at the end of that year as anticipated subjects. It is also permissible to teach one standard level subject during the first year and assess it at the end of the year as an anticipated subject and to teach one standard level subject during the second year and assess it with the other final assessments needed for the diploma. It should be noted that this exception is designed to offer flexibility to schools where genuine need for this arrangement exists due to unavoidable scheduling constraints. This is not intended to be a routine aspect of Diploma Programme design; all courses are designed as two-year learning experiences.

Also note a change to the second bullet point under section A3.1 and updated information in section A3.2 and section A3.3.

## **Extended essay grade boundaries, subject reports and exemplar essays**

### **Extended essay grade boundaries**

Extended essay grade boundaries are the same for all extended essay subjects. New grade boundaries have been set using the new assessment criteria.

The bands are:

E: 0 - 7

D: 8 - 15

C: 16 - 22

B: 23 - 28

A: 29 - 36

### **Subject reports**

Subject reports for extended essays can be found on the home page of the relevant subject. Mathematics is under mathematics HL. Note that, to view group 1 or group 2, French or Spanish, the language of the OCC must be changed to French or Spanish. New reports have been issued for most subjects. Examiners' reports are not typically released on a yearly basis.

### **Exemplar extended essays**

Exemplar extended essays with marks and comments from senior examiners, are in the same locations as subject reports. They exist only for larger subjects and larger entry languages, although there are exemplars for at least one subject in every group.



# H1 Assessment mailings sent from IB Cardiff

During the academic year coordinators will receive the following mailings from IB Cardiff that provide material to support the administration of assessment and examination papers for the written examinations in May and November.

## H1.1 Examination stationery

In November/May, six months before the written examinations, schools receive a package of examination stationery. The mailing is based on a school's forecast of candidate entries by subject/level (including extended essays), described in section G4. As mentioned in section G4, if a coordinator does not submit the forecast there will be a considerable delay in sending examination stationery to the school concerned.

When the package of stationery arrives, please check as soon as possible that there is a sufficient quantity of each item. If the amount of stationery supplied by IB Cardiff is insufficient for the examination session, additional stationery should be requested by email, using the address [exam.stationery@ibo.org](mailto:exam.stationery@ibo.org). A fee will be charged for any stationery beyond what is actually required for the session. Please do not ask your regional office for more stationery.

The package of stationery does not include the music CDs, personalized coversheets and multiple choice answer sheets required for the written examinations. These are sent to schools in April/October with the examination papers (for further details refer to section H1.4). According to the requirements of each school this mailing includes:

- extended essay covers (in English, French and Spanish)
- visual arts record booklets (in English, French and Spanish)
- envelopes with the IB Cardiff address for mailing completed multiple choice (MCQ) answer sheets to IB Cardiff
- envelopes without an address for sending examination material to examiners
- examination answer sheets (this is the paper on which candidates write their answers to examination questions; for subjects where candidates will write their answers from right to left, for example, Arabic or Hebrew, special answer sheets are enclosed)
- graph paper
- string tags for attaching the answer coversheets to candidates' answer sheets, graph paper and/or examination paper booklet
- the poster *Conduct of the Examinations*, for displaying to IB candidates.

Copies of the following coversheets are available in this handbook, or they can also be downloaded from IBIS and then photocopied in sufficient quantities. Both coversheets are double-sided and should be copied on to white paper.

- Language A1 world literature coversheets
- Language A2 written tasks coversheets

## D3 Authenticating candidates' work

It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that all candidates' work complies with the requirements of the relevant subject guide. Therefore, teachers (or supervisors in the case of extended essays) are in the best position to judge whether a candidate's work is authentic. Ongoing support and guidance will help with the early detection of plagiarism and will dissuade candidates from deliberately copying another person's work without acknowledgment because they know their work is regularly subject to scrutiny. However, what is realistic and what can be achieved within the usual constraints of time and workload must be left to the discretion of individual teachers and the coordinator. Ultimately, the candidates are responsible for ensuring that the final version of any work is authentic. Candidates themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was deliberate or a careless act. The same principle applies to collusion.

The IB will not accept work for assessment or moderation unless the candidate has signed the coversheet to confirm that the work is his or her authentic work and constitutes the final version of that work. Additionally, the teacher (or supervisor in the case of an extended essay) must also sign the coversheet to confirm that, to the best of his or her knowledge, the attached work is the authentic work of the candidate. Therefore, all work submitted to the IB for moderation or assessment must be authenticated by the candidate and a teacher and must not include any instances of suspected or confirmed malpractice. If a teacher signs a coversheet but writes a comment on or attached to the coversheet to the effect that the work may not be authentic, the candidate will not be eligible for a mark in that component and no grade will be awarded. Similarly, it is not appropriate for a teacher to delete the teacher's declaration and then sign the coversheet.

The requirement for a coversheet signed by the candidate and teacher applies to all non-examination components, both internally and externally assessed. For internal assessment, this requirement applies to the work of all candidates, not just to the sample work that will be submitted to an examiner for the purpose of moderation.

When a candidate provides a teacher with the final version of his or her work with the coversheet signed, ready for signing by the teacher, this is considered the point at which the work is being submitted for assessment. (It is expected that the coversheet will be signed first by the candidate and then by the teacher/supervisor.) After a candidate has submitted the final version of his or her work to a teacher (or the coordinator) for external or internal assessment, together with the signed coversheet, it cannot be retracted by the candidate. If the work is in fulfillment of the requirements for internal assessment, the candidate's mark must be entered on IBIS after the coversheet has been signed by both the candidate and the appropriate teacher.

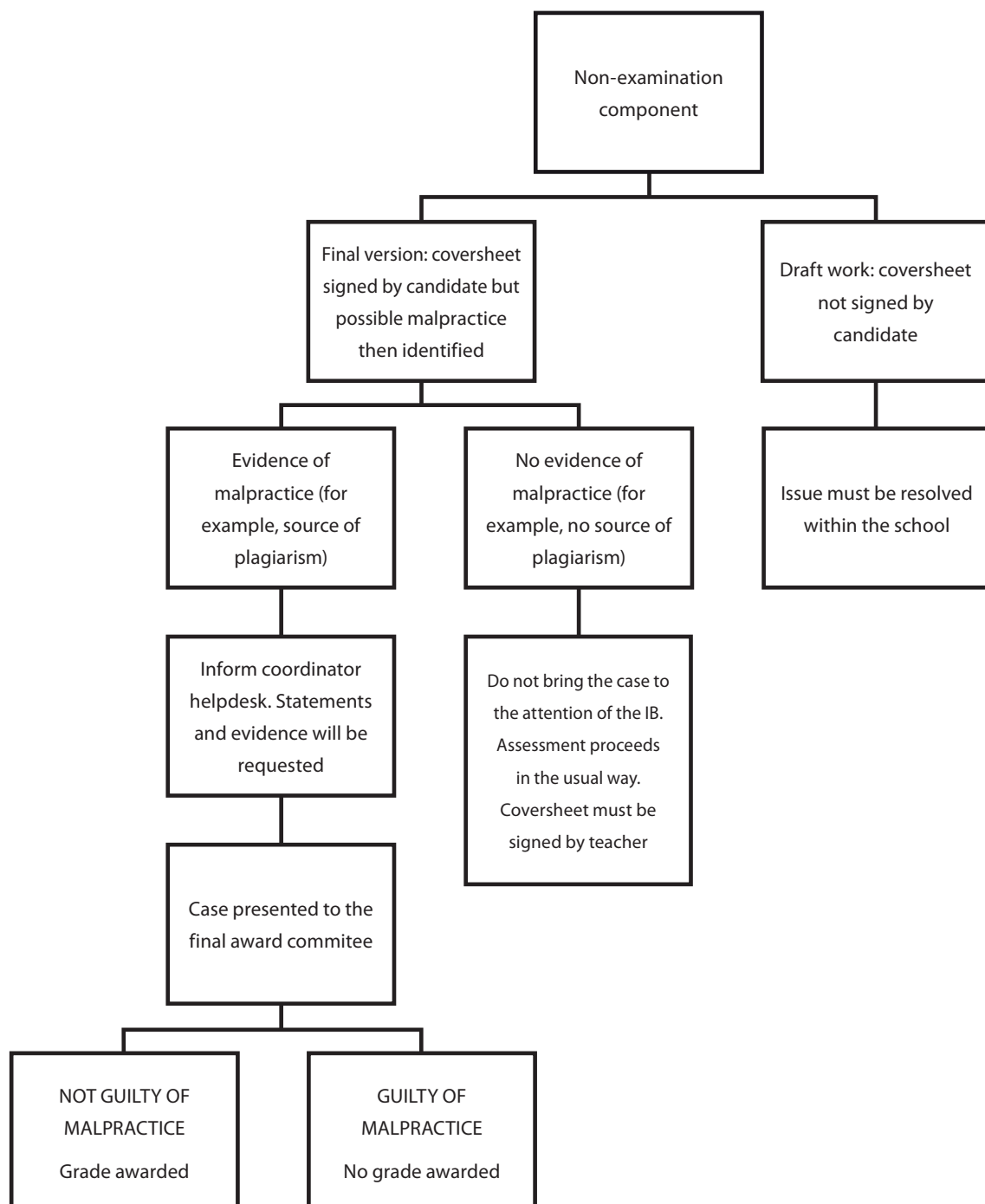
### D3.1 Work identified as not authentic before submission

If the teacher has reason to believe that part or the whole of a candidate's draft work under discussion prior to submission for assessment might be deemed to be in violation of the principles of academic honesty and therefore constitute a case of malpractice, the teacher must draw the candidate's attention to this risk and the need to respect the requirements of academic honesty. In other words, if possible malpractice (usually plagiarism or collusion) is identified before the coversheet has been signed by the candidate, the situation must be resolved within the school and not brought to the attention of the IB.

If it is apparent that the candidate's draft work may not be entirely authentic, it is not appropriate to allow the candidate to submit the same work with a signed coversheet with the expectation that the situation will then be resolved by the IB.

## D3.2 Work identified as not authentic after submission

Occasionally, through an oversight while checking a candidate's work for authenticity, the teacher or coordinator may identify plagiarism (or another breach of regulations, such as fabricated data) after a candidate has signed the coversheet. It may be the case that the coversheet has also been signed by the teacher and been sent to an examiner for assessment or moderation. If evidence of plagiarism is available, the coordinator help desk at IB Cardiff ([help@ibo.org](mailto:help@ibo.org)) must be informed so that an investigation can be undertaken. If plagiarism is suspected, but there is no evidence in the form of a source that has been copied, the situation must not be brought to the attention of the coordinator help desk unless advice is required.



## D1 The meaning of academic honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Although it is probably easier to explain to candidates what constitutes academic **dishonesty**, with direct references to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment for the Diploma Programme.

Although candidates must be taught to appreciate the merits of academic honesty, there must be no uncertainty over the consequences of acting in a dishonest manner or failing to observe the standard academic practice of acknowledging the work of another person. To do so would be a breach of the general regulations and constitute malpractice.

For further details refer to the IB publication *Academic honesty* and the relevant articles in the *General regulations: Diploma Programme*.

## D2 Malpractice

Malpractice most commonly involves collusion or plagiarism. However, there are other ways in which a candidate may be in breach of regulations. For example, a candidate may:

- duplicate work to meet the requirements of more than one assessment component
- fabricate data for an assignment
- take unauthorized material into an examination room
- disrupt an examination by an act of misconduct, such as distracting another candidate
- exchange, support, or attempt to support, the passing on of information that is or could be related to the examination
- fail to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonate another candidate
- steal examination papers
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours after the examination
- use an unauthorized calculator during an examination.

Note that a candidate is likely to be found guilty of malpractice if unauthorized material (for example, an electronic device other than a permitted calculator, personal rough paper, notes, a mobile phone) is taken into an examination, regardless of whether any attempt is made to use that material.

For all cases of malpractice in relation to the examinations, the coordinator must send a report to the coordinator help desk at IB Cardiff.

## D5 Investigating a breach of regulations

The following circumstances are those that most commonly give rise to an investigation.

- A coordinator informs IB Cardiff that malpractice may have taken place during an examination.
- An examiner suspects plagiarism or collusion and provides evidence to justify his or her suspicion.
- A random check of examination material at IB Cardiff using a web-based plagiarism detection service reveals that the work of a candidate may not be entirely authentic.

The IB will investigate a case of suspected malpractice only when there is clear evidence to justify an allegation of malpractice. In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate. In cases of collusion, an investigation will only be pursued if the other candidate's work is available and shows clear similarities.

If the IB initiates an investigation into malpractice, it will do so soon after the evidence of malpractice is brought to the attention of the coordinator help desk at IB Cardiff. The head of examinations administration will inform the coordinator, normally by email, that a candidate (or candidates) is being investigated for possible malpractice. It is a requirement of the IB that the coordinator will immediately inform the head of school that a candidate (or candidates) is suspected of malpractice.

For all cases of malpractice by a candidate, the coordinator will be asked to provide IB Cardiff with a report after he or she has conducted an investigation. In the case of suspected plagiarism, the coordinator's report, which must be prepared and handled in a manner that respects the need for confidentiality (such as referring to a candidate's session number rather than his or her name), will normally include:

- a statement from the candidate's teacher for the subject concerned (or supervisor in the case of an extended essay)
- the coordinator's own statement
- a statement from the candidate that directly addresses the allegation that his or her work is not entirely authentic
- a summary of an interview with the candidate about the allegation of plagiarism, if an interview is conducted.

The statement from the candidate's teacher (or supervisor) must include information on:

- the guidance given to all candidates on issues such as how to acknowledge sources and avoid collusion (as appropriate to the nature of the case) in the subject and component concerned
- the nature and extent of supervision given to the candidate (or candidates) on the work under investigation
- the procedure followed for verifying that, to the best of his or her knowledge, a candidate's work submitted for assessment in the subject and component concerned is authentic.

The statement from the coordinator must include information on:

- the guidance given to all Diploma Programme candidates on issues such as how to acknowledge sources and avoid collusion
- the circumstances of the case, including details of any mitigating circumstances
- an opinion on the allegation of malpractice against the candidate (or candidates).

If the coordinator brings a case of possible malpractice to the attention of the coordinator help desk, it is expected that the above statements will accompany the email or letter sent to the coordinator help desk.

## D6 Decisions of the final award committee

Cases of suspected malpractice will be presented to the final award committee. After reviewing all evidence collected during the investigation, the committee will decide with full discretion whether to dismiss the allegation, uphold it, or ask for further investigations to be made. If the final award committee deems evidence of malpractice is insufficient, the allegation will be dismissed and a grade will be awarded in the normal way.

Where appropriate in reaching a decision on whether a candidate is guilty of malpractice, the committee will take into consideration any similar cases that may have set a precedent for a case of its kind. Nevertheless, each case of suspected malpractice will be judged on its own merit, taking into account all the evidence and information that is available about the case.

No final decision regarding the guilt of a candidate accused of malpractice will normally be reached unless a statement from that candidate has been received and considered by the committee. In cases where a candidate has not produced a statement, the coordinator must state in writing that the candidate declined the opportunity to submit a statement.

In all cases where the final award committee has considered a breach of regulations, the head of school will be informed in a letter, signed by the assessment director, of the decision reached by the committee. The letter will be copied to the school's Diploma Programme coordinator, appropriate IB personnel and the chair of the examining board. If a breach of regulations is established, the head of school is required to acknowledge receipt of this letter.

## D7 Reconsideration of a decision by the final award committee

### D7.1 The conditions for a reconsideration

In cases where a request for reconsideration as defined in article 31 of the general regulations is possible, the reconsideration must precede any appeal. Appeals are possible against any decision of the final award committee, but only on the grounds that the procedures defined in the regulations that led to the decision of the final award committee being appealed were not respected.

The final award committee is the IB authority for reviewing an examination session prior to the issue of results, which includes:

- decisions on all cases of adverse/extenuating circumstances
- candidates with special assessment needs
- candidates allegedly in breach of regulations.

Therefore, all decisions regarding such cases fall within the remit of this committee, including any additional circumstances relating to an examination session. The final award committee meets on the same date for each examination session, which is 3 July for a May session and 3 January for a November session.

Final award committee decisions are only open to reconsideration if the candidate establishes the existence of facts that were unknown to the final award committee when making its original decision. To be admissible the request for reconsideration must:

- be filed by the candidate (or by his or her representative) via the school's Diploma Programme coordinator, who must inform the head of school
- be received by IB Cardiff from the school within three months from the date of the original decision by the final award committee
- contain a full description of the new facts invoked and of the reasons for which a reconsideration is being requested
- contain the name and address of the candidate (or of his or her representative) to whom IB Cardiff may send all communication and decisions concerning the request.

As stated in article 19 of the general regulations, beyond the re-marking and review process described in section 2, neither a school nor a candidate is entitled to request a reconsideration of the assessment process that led to the awarding of a grade. However, a candidate (or his or her representative) is entitled to submit an appeal under the conditions of the general regulations.

There is no fee for requesting a reconsideration of a decision by the final award committee.

### D7.2 How to request a reconsideration

To be admissible, the request for reconsideration must be filed by the candidate (or by his or her representative) via the school's Diploma Programme coordinator or head of school. The request may be submitted on behalf of a candidate or group of candidates. A request for reconsideration will not be accepted directly from a candidate (or from his or her representative).



If a Diploma Programme coordinator intends to submit a request for reconsideration on behalf of a candidate, the coordinator must first ensure that the request complies with the requirements stated in section D7.1.

Once all documents have been collated and are ready for submission, the request for reconsideration must be sent to the coordinator help desk at IB Cardiff, preferably by email ([help@ibo.org](mailto:help@ibo.org)). Receipt of the request will be acknowledged at the earliest opportunity.

The request must be received by the coordinator help desk within three months from the date of the original decision by the final award committee.

### D7.3 The reconsideration

All requests for reconsideration will be examined and decided by a subcommittee of the final award committee. The subcommittee will include:

- the chair or vice-chair of the final award committee
- a member of the examining board, and
- the assessment director or chief academic officer.

Any additional members of the subcommittee must have served on the final award committee that made the original decision.

The subcommittee is entitled to refuse to reconsider the matter if it deems that the request is not based on new facts. If the subcommittee refuses to reconsider the matter, it will inform the candidate (or inform his or her representative) at the address indicated in the request, with a copy to the Diploma Programme coordinator.

If the subcommittee accepts to reconsider the matter, it may ask the candidate and/or the school for whatever additional explanations and evidence it deems useful, but will not be obliged to accept further written submissions by the candidate and will not hear the candidate or a representative from the school orally. The subcommittee will render its decision upon reconsideration, in principle within one month from the date when IB Cardiff receives the request for reconsideration.

## D8 Appeals and arbitration

Appeals are possible against any decision of the final award committee, and against any decision of the assessment director upon review of the re-marking of a candidate's externally assessed material, but only on the grounds that the procedures defined in the general regulations, and which led to the decision being appealed, were not respected. In cases where a request for reconsideration is possible, the reconsideration must precede any appeal.

For further information about the appeals process, please request a copy of the document *The IB appeals procedure* from the coordinator help desk.

Any dispute arising from or in connection with the general regulations and/or this handbook that has not been resolved by means of reconsideration or appeal procedures, or is not subject to the reconsideration or appeals procedures, shall be finally settled by one arbitrator in accordance with the Swiss Rules of International Arbitration of the Swiss Chamber of Commerce.

### **IB animal experimentation policy**

This policy applies to all experimentation in IB World Schools, whether assessed or non-assessed, for extended essays or for the group 4 project, in classrooms or school laboratories, or in other locations where IB students may conduct experiments.

The IB policy may be more stringent than some local or national standards for experimentation in schools. Bearing in mind its mission statement, the IB should be in the vanguard of ethical behaviour. The policy is based upon the established 3Rs principle (replacement, refinement and reduction), in which any experimentation involving animals should initially consider: *replacement* of the animals by using cells, plants or computer simulations; *refinement* to the experiment to alleviate any harm or distress to the animal; and *reduction* in the numbers of animals involved.

Our standards for work in schools should also be more stringent than those of university and R&D research committees as we are not carrying out essential, groundbreaking research. Practical work in schools has other purposes such as reinforcing concepts and teaching practical skills and techniques. Even in a practically based extended essay the work will not be fundamental research.

- Any planned and actual experimentation involving animals must be subject to approval following a discussion between teacher and student(s) based on the IB animal experimentation policy.
- Experiments involving animals must be based on observing and measuring aspects of natural animal behaviour. Any experimentation should not result in any pain or undue stress on any animal (vertebrate or invertebrate) or compromise its health in any way. Therefore experiments that administer drugs or medicines or manipulate the environment or diet beyond that easily tolerated by the animal are unacceptable. Experiments resulting in the death of any animal are unacceptable.
- Any experimentation involving humans must be with their written permission and must follow the above guidelines. Experiments involving body fluids must not be performed due to the risk of the transmission of blood-borne pathogens.

Internal assessment moderators or extended essay examiners who see evidence of breaches of the above policy in the sample work sent for moderation or in extended essays are required to complete a problem report form (PRF) to be submitted to IB Cardiff.

The internal assessment section of the group 4 subject reports for May and November examination sessions will contain examples of experiments deemed to be unacceptable.

### **Animal dissection**

There is no requirement in the group 4 experimental sciences for students to witness or carry out a dissection of any animal, vertebrate or invertebrate. If teachers believe that it is an important educational experience and wish to include dissections in the 4/PSOW they must apply the following policy.

- Discuss reasons for dissections of whole animals with the students.
- Allow any student who wishes to opt out of the dissection to do so.
- Seek to reduce the number of dissections.
- Seek to replace animal dissection with computer simulations and/or use animal tissue, for example, hearts and lungs obtained from butchers.
- Dissect animals obtained from an ethical source only, for example, no wild animals or animals killed on the road.

# ETHICAL PRACTICE

## IN THE DIPLOMA PROGRAMME

The Diploma Programme requires academic rigour and active student involvement in all aspects of the curriculum. It places a strong emphasis on the ideals of international understanding and responsible citizenship. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Behaving and learning in an ethical way means students will observe the following practices. These are examples only and teachers will be able to add further examples of their own.

- Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources. They will not claim as their own the work of others. They will not give their work to others to pass off as their own. They will observe the integrity of the examination room.
- Laboratory or field experiments and investigations will be undertaken in an ethical way.
  - No experiments involving other people will be undertaken without their written consent and their understanding of the nature of the experiment.
  - No experiment will be undertaken that inflicts pain on humans or live animals.
  - No experiment or fieldwork will be undertaken that damages the environment.

- No artwork, performance or film will be undertaken that damages the environment.
- No artwork, performance or film will include excessive or gratuitous violence or explicit sexual activity.
- All presentations will respect the personal, political and spiritual values of others and will contain no intention to offend in remarks about race, gender or religious beliefs.

### THE ROLE OF THE TEACHER

All teachers must provide the following support to students.

- Give students clear guidance about the nature of ethical practice in the Diploma Programme.
- Prevent students from undertaking any unethical practice for any work that is going to be assessed (for example, for internal assessment, the extended essay or a TOK presentation).
- Ensure that no work containing any unethical practice is presented for assessment.

## Ethical guidelines for extended essays research and fieldwork

May and November 2013 examination sessions onwards

The following guidelines apply to research and fieldwork in all extended essays.

- Extended essay students must exercise the greatest sensitivity to local and international cultures.
- Any research/fieldwork that creates anxiety, stress, pain or discomfort for participants is not permitted.
- Any research/fieldwork that involves unjustified deception, involuntary participation or invasion of privacy, including inappropriate use of information technology (IT), email and the internet, is prohibited.
- All participants in research activities must be informed before commencing the research that they have the right to withdraw at any time. Pressure must not be placed on any individual participant to continue with the investigation beyond this point.
- Each participant must be informed of the aims and objectives of the research and in addition be shown the results of the research.
- Informed consent should be obtained from the people who are the subject of the fieldwork. Research involving children needs the written consent of parent(s) or guardian(s). Students must ensure that parents are fully informed about the implications for children who take part in such research. Where research is conducted with children in a school, the written consent of the teachers concerned must also be obtained.
- Extended essay students must avoid conducting research with any adult who is not in a fit state of mind and cannot respond freely and independently.
- If any participant shows stress and/or pain at any stage of the research, the research must finish immediately, and the participant must be allowed to withdraw.
- Participants must be debriefed and given the right to withdraw their own personal data and responses. Anonymity for each participant must be guaranteed.
- All data collected must be kept in a confidential and responsible manner and not divulged to any other person.
- Research that is conducted online, using IT methods, is subject to the same guidelines. Any data collected online must be deleted once the research has been completed. Such data must not be used for any purpose other than the conduct of the research.

# GLOSSARY OF COMMAND TERMS

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*Candidates should be familiar with the following key terms and phrases used in examination questions. Although these terms are used frequently in examination questions, other terms may be used to ask candidates to present an answer in a specific way.*

## **account for**

Asks candidates to explain a particular event or outcome. Candidates are expected to present a reasoned case for the existence of something. For example:

*How do you account for the length and stability of the government of either Leopold Senghor in Senegal or Felix Houphouët-Boigny in the Ivory Coast?*

## **analyse**

Asks candidates to respond with a closely argued and detailed examination of a perspective or a development. A clearly written analysis will indicate the relevant interrelationships between key variables, any relevant assumptions involved and also include a critical view of the significance of the account as presented. If this key is augmented by “the extent to which” then the candidate should be clear that judgment is also sought. For example:

*Analyse the social impact of developments in (a) transport and (b) health care since 1945.*

## **assess**

Asks candidates to measure and judge the merits and quality of an argument or concept. Candidates must clearly identify and explain the evidence for the assessment they make. For example:

*Assess John F Kennedy’s handling of the Cold War problems during his presidency.*

*Using the sources and your own knowledge, assess the extent to which Mao was effective in ‘eliminating classes and realizing universal harmony’ in China up to 1953.*

## **compare/compare and contrast**

Asks candidates to describe two situations and present the similarities and differences between them. On its own, a description of the two situations does not meet the requirements of this key word/phrase. For example:

*Compare the effects of the changes in family structure since 1945 in one developed and one developing nation.*

*Compare and contrast the circumstances that gave rise to the regimes of Juan Perón and Fidel Castro in Latin America.*

## **define**

Asks candidates to give a clear and precise account of a given word or term. For example:

*Define the aims of two international economic organizations and analyse their success in improving economic conditions.*

## describe

Asks candidates to give a portrayal of a given situation. It is a neutral request to present a detailed picture of a given situation, event, pattern, process or outcome, although it may be followed by a further opportunity for discussion and analysis. For example:

*Describe the content and discuss the relative importance of the Camp David Accords to the Middle East peace process.*

## discuss/consider

Asks candidates to consider a statement or to offer a considered review or balanced discussion of a particular topic. If the question is presented in the form of a quotation, the specific purpose is to stimulate a discussion on each of its parts. The question is asking for the candidate's opinions; these should be presented clearly and supported with as much evidence and sound argument as possible. For example:

*Discuss the view that the United Nations General Assembly has become a forum for propaganda rather than constructive debate, but nevertheless acts as a useful safety valve.*

*Consider the significance of the 1837 rebellions in Upper and Lower Canada for the development of Canada to 1867.*

## evaluate

Asks candidates to make an appraisal of the argument or concept under investigation or discussion. Candidates should weigh the nature of the evidence available, and identify and discuss the convincing aspects of the argument, as well as its limitations and implications. For example:

*'German policy after January 1917 forced the United States to declare war.' Evaluate the validity of this statement.*

## examine

Asks candidates to investigate an argument or concept and present their own analysis. Candidates should approach the question in a critical and detailed way which uncovers the assumptions and interrelationships of the issue. For example:

*Examine the role of the Treaty Port system in the development of China's relations with foreign powers between 1842 and 1870.*

## explain

Asks candidates to describe clearly, make intelligible and give reasons for a concept, process, relationship or development. For example:

*Explain the circumstances in which NATO and the Warsaw Pact were formed. What contribution did each make to the intensification of the Cold War?*

*Explain the success or failure of two guerrilla wars, each chosen from a different region.*

## how?

On its own this is a straightforward invitation to present an account of a given situation or development. Often a second part will be added to such an essay question to encourage analysis.

*How and why did Indo-China achieve independence from France after the Second World War?*

Adding a second word such as "successfully", "effective", "accurate", or "far" turns a "how" question into one that requires a judgment. The candidate is now expected to provide his/her detailed reasons for that judgment.

*How successful has the Organization of Petroleum Exporting Countries (OPEC) been in achieving its aims?*

*How far do you agree that the absence of the United States from the League of Nations was the major factor in the failure of that organization to preserve world peace?*

## identify

Asks candidates to recognize one or more component parts or processes. A second part will be added to such an essay question requiring explanation and analysis. For example:

*With reference to three examples, identify and explain the different reactions of African peoples to European attempts at annexation of their territory.*

## outline

Asks candidates to write a brief summary of the major aspects of the issue, principle, approach or argument stated in the question. For example:

*Outline the ways in which two industrialized countries, each from a different region, attempted to solve the problems arising out of the Great Depression.*

## to what extent?

Asks candidates to evaluate the success or otherwise of one argument or concept over another. Candidates should present a conclusion, supported by arguments. For example:

*To what extent can nationalism rather than religion be considered the cause of the Arab-Israeli conflict?*

## why?

This short key word invites candidates to present reasons for the existence of something. Thus, the brevity of this command rather disguises a powerful requirement to present a detailed, reasoned argument. In effect it is similar to the invitation "account for".

*Why have African-Americans been attracted to the teaching of Islam?*

*Why, since independence, have Asian countries achieved greater economic success than those in Africa? Refer to at least two countries in each region.*



## Reading and Scoring Abstracts

### A. Guidelines for Scoring Abstracts: Requirements by Subject Area

Since this is your first look at candidates' abstracts, please remember that you must score them using the general criteria (see Table below) in relation to the criteria specific to your subject—these are each outlined below the table. Without any doubt—**ALL ABSTRACTS MUST CONTAIN THE RESEARCH QUESTION.**

1. Attached is a good example of a well organized abstract.
2. Don't give a low score simply based on word count. The abstract cannot exceed 300 words, but if the required criteria is met with less words, that is fine. I would say, however, it is difficult to write an adequate abstract in less than 175 words.

### J: abstract

#### (Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

Achievement level	Descriptor
0	The abstract exceeds 300 words <b>or</b> one or more of the required elements of an abstract (listed above) is missing.
1	The abstract contains the elements listed above but they are not all clearly stated.
2	The abstract clearly states all the elements listed above.

#### 1. Group 1 – Language A1

- a. The **abstract is judged on the clarity by which the 3 required elements are presented**; it is not judged on the basis of the RQ (research question) itself nor on the quality of the argument or conclusions.
- b. In plain English—the abstract **must contain all of the elements listed in the table** above. Note that if **any of the elements are missing, the score is 0.**

#### 2. Group 2 – Language B (Spanish)

- a. The abstract is judged on the clarity with which it presents an overview of the research and the essay, not on the quality of the research question itself, nor on the quality of the argument or the conclusions.
- b. The abstract should be written in the language of the extended essay. **Elements such as personal information about the student and his or her reasons for choosing the topic should not be included in the abstract.**

### 3. Biology

- a. For a biological investigation, the **abstract must include the research question and a conclusion that directly relates to the research question**. In addition, the **description of how the research was conducted must include a description of the methodology and the scope of the study**.

### 4. History and Human Rights

- a. The abstract **must consist of three elements**: the **research question** (or hypothesis), the **scope of the essay** (that is, what was investigated and how it was investigated) and the **conclusion**. An abstract is not a précis (summary) of the topic.

### 5. Psychology

- a. The abstract is **judged on the clarity with which it presents an overview of the research and the essay**, not on the quality of the research question itself, nor on the quality of argument or the conclusions. **To meet the general criteria it must also contain the research question**.

### 6. Visual Arts

- a. The abstract is **judged on the clarity with which it presents an overview of the research and the essay**, not on the quality of the research question itself, nor on the quality of argument or the conclusions. **To meet the general criteria it must also contain the research question**.

## Abstract

Different interpretations of history have allowed 21<sup>st</sup> century academics to make different conclusions about the consequences of historical actions. The causes of 1874 War between the powerful Craponia and the weaker Ploppova are numerous and varied. The losses suffered by Craponia resulted in a period of regional tension and to this day, one still hears about, "The Great Squirrel War". In order to have a fuller understanding of this topic, this essay will examine the question, **To what extent was the trade embargo on the export of Craponian squirrels the main cause of the 1874 war between Craponia and Ploppova?**

To answer the question, four well-recognised causes of the war are examined: the naval threat, political maneuvering, religious tension and the squirrel trade embargo. Secondary sources were used to investigate the economic importance of the squirrel trade to the economy of Craponia. Data taken from the archives of the Craponian and Ploppovan governments were available through the internet. The research covers the period from 1830, when trade between the two countries was at its peak, to 1874 when the war started.

A careful evaluation of the proposed causes of the war shows that while the naval threat by Ploppova and the political maneuvering of the Craponian leaders were important contributing factors to the war, it was the Ploppovan embargo on the export of squirrels from Craponia that was the main cause of the war. The loss of export revenues was catastrophic to the economy, and the government was forced to declare war. A limitation of the research is that it is not possible to state whether or not the other two factors would have led to the war had there not been trade embargo.

(283 words)

word count

3 paragraphs?

RQ? -in bold?

scope?

conclusion?

## How to Write an Abstract

An abstract is a concise, stand-alone statement that conveys the essential information contained in an article, book, research paper, or document. Written in a direct non-repetitive style, the abstract should:

- identify the problem (research question or thesis) investigated.
- describe the scope or method of investigation.
- summarize the results.
- state the conclusion(s).

### Writing the Abstract:

1. Highlight the sentences in the paper that detail the problem (objective) investigated.
2. Highlight the research question (or thesis).
3. Identify information (phrases, key words) that shows the scope and sequence of the investigation—identify but do not explain.
4. Condense the conclusion into a few concise sentences.

### Words of Advice:

1. For the first draft, don't worry about length. Just try to cover all the important components that are required in the abstract. Use all the information that you highlighted and identified as you read through the essay (or article).
2. Take a word count before you begin to edit.
3. Begin editing by deleting words, phrases and sentences that are less important or provide more explanation than necessary.
4. Look for places where sentences can be combined to omit extra words or condense ideas.
5. Delete unnecessary background information.
6. Do not use jargon, abbreviations, direct quotes or citations.
7. Avoid writing in the first person (I). Rather than saying, "In this essay I discuss...", try a more formal approach by starting your abstract with an opening similar to:
  - "This essay discusses the effects of . . . . Specifically, this paper investigates (restate research question) . . ."
  - "This essay examines how . . . . It attempts to answer the question . . ."
7. Write to the required word count. If a 300 word abstract is required, get as close to the required number of words as possible.

## EXTENDED ESSAYS (General Report)

### Overall grade boundaries

<b>Grade:</b>	A	B	C	D	E
<b>Mark range:</b>	29 - 36	23 - 28	16 - 22	8 - 15	0 - 7

### Introduction

This report is the first of its kind – its purpose is to give an overall picture of the extended essay submissions for this session. It highlights common administrative issues and strengths and weaknesses of essays across all subjects. All documents referred to in this report can be found on the OCC.

### Administrative issues

Schools are reminded that the extended essay is an externally marked component for which the IB requires a predicted grade from the supervisor. This predicted grade should be based on the common grade boundaries as above. These grade boundaries are fixed for the life of the current extended essay course.

In a few instances, a suggested mark and the supervisor's pencilled comments on the essay were submitted to the examiner. Essays should be submitted for marking to the examiner clean and unmarked.

All essays should be submitted in the covers sent by IB Cardiff for the appropriate session. In two cases essays were submitted using old cover sheets (pre-2009 session).

### Supervisor's report

The range of supervision time seen on the supervisors' reports varied from 0 hours to 15 hours. Clearly 0 hours is inadequate in terms of time spent with the student and 15 hours is excessive as the extended essay is intended to be an individual piece of student research work. The recommended hours as outlined in the guide are between 3 and 5 hours. If a supervisor records 0 hours of supervision on the report and there is no supporting comment giving reasons as to why this was so, the school is contacted by IB Cardiff to ask for an explanation as to how it was possible to authenticate the essay.

Supervisors who add contextual/background information about the student's commitment to the process of writing the essay greatly assist the examiner in reaching a judgement on the holistic criterion K. More and more supervisors are including in the supervisor's report some of the questions they asked during the *viva voce* together with the candidates' responses. This is

very helpful to the external examiner, particularly when it comes to awarding marks for criterion K.

## Research questions

Many essays were problematic from the start because they either have a poorly phrased research question or the research question is not appropriate for the subject in which it is registered. Many research questions do not lend themselves to a systematic and analytical approach.

Supervisors should encourage students to choose the extended essay subject they would like to present their essay in **before** they choose the research area and question. If the student is not studying the subject they are presenting their essay in, the supervisor should ensure that the student has accessed the appropriate subject guide and extended essay guide chapter for that subject.

IB Cardiff will not give advice about which subject a research question fits into because it is the responsibility of the school and supervisor to make the correct choice. Framing a precise research question which lends itself to investigation in the registered subject is of paramount importance. Essays that are registered in an inappropriate subject will normally be given no more than 2 marks in criteria C,D and E and 0 marks in criterion A.

The research question must be in the introduction of the extended essay. Wherever else it appears in full in the essay (for instance the abstract) it should always be phrased in the same way to avoid confusion.

## Research methods

Fewer candidates than in past sessions appear to be involved in data collection at an outside institution (especially in the sciences), which is a good trend. If an outside institution is used for laboratory work or similar, the supervisor should explain in their report or a supporting letter exactly what the nature of the support was. Schools are reminded that the supervisor at the school must be in overall control of the progress of the essay and that supervision should not be undertaken outside the school community.

Some students are being allowed to work under conditions that are not safe: for example when handling pathogenic bacteria. Supervisors are responsible for following national or local guidelines but may also find some guidance on health and safety and risk assessment in appropriate subject guides.

There were a few essays submitted in a range of subjects that breached ethical guidelines. It is important to ensure that students embarking on experimental work in the sciences follow the guidance in the *IB animal experimentation policy*. This must involve the supervisor and candidate having an informed discussion about the implications of the research before it begins and making a decision as to whether the experiment is likely to breach the regulations. If interviews or surveys are being conducted, the student should ensure that in conducting their research they are aware of the guidance given in the *Ethical practice poster* and any

subject guidelines issued on the conduct of surveys or fieldwork (these can be found in the appropriate subject guides).

## Presentation

The presentation of essays was generally good but schools are reminded not to bind essays in their own binders but to use the extended essay cover sheet only.

Information from secondary sources and primary sources needs to follow a standard bibliographic format and be cited correctly in the extended essay. Candidates should avoid creating strings of footnotes giving page references to the same text whose full details are repeated on every occasion. Annotated bibliographies are not a requirement and are not recommended as they add to the burden on the student. CDs/DVDs should not be submitted to the examiner with the essay.

Visual material must be clearly presented so that all of the text on an image is visible. Sources for all such material must be provided so that it is clear if the material is from secondary research or the visual material was created by the candidate.

Some candidates are using the IA structure from the corresponding IB subject in their essay. Supervisors should stress to their students that the extended essay has its own distinct requirements and that it should be written to comply with the appropriate criteria, not with IA requirements in the same subject. If the essay follows the same structure as the IA, this can raise the question as to whether the student has re-used material presented for the IA.

It will depend on the subject as to whether chapter headings are appropriate but as an analytical research essay the extended essay should be structured in such a way as to enhance the flow of the argument. Quotations need to be properly introduced and set in context if they are to be an effective support to the argument.

The whole text of the essay must be written in the language in which it is submitted. If students have researched texts that are originally published in a language other than the one they are writing in, they should either use a recognised translation of the work or if one is not available, translate the quotations themselves into the language of their essay and include them in the text of their essay. Footnotes or endnotes of the quotations in the original language should also be added.



# BIOLOGY

## A: research question

(Objectives 1 and 2)

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the “research question”. However, certain disciplines may permit or encourage different ways of formulating the research task.

**In a biology extended essay, the research question is best stated in the form of a question. The research question should not be understood as a statement of the topic but rather as a precisely formulated question that the research will attempt to answer. For example, a statement of the topic of an essay might be “Factors that affect bacterial growth in agar plate cultures”; the research question based on this topic could be “How are the growth rates of three strains of *E. coli* affected by temperature?”. The research question can then be used to formulate a hypothesis, or hypotheses, which can be tested. The research question should be identified clearly and set out prominently in the introduction. A broad statement of the topic of the essay or a statement of the hypothesis is not sufficient on its own to meet the requirement for a research question in a biology extended essay.**

Achievement level	Descriptor
0	The research question is not stated in either the introduction or on the title page <b>or</b> does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
1	The research question is stated in either the introduction or on the title page but is not clearly expressed <b>or</b> is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in either the introduction or on the title page and is sharply focused, making effective treatment possible within the word limit.



## B: introduction

(Objectives 1 and 5)

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

**The purpose of the introduction is to set the research question into context. It is usually appropriate to include the general background biological theory required to understand how the research question has arisen. Students are not expected to explain basic biology forming part of the Diploma Programme biology course, but they are expected to be able to show that they fully understand it and can apply it correctly. Some research questions may require background from other disciplines. This should be kept to a minimum, as the essay will be judged on its biological content.**

Achievement level	Descriptor
0	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
1	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
2	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

## C: investigation

(Objectives 1 and 3)

This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

**The way in which the investigation is written will depend very much on whether or not the essay is based on experimental work performed by the student. For essays that are based on data taken from written sources, the student should explain clearly how the data has been selected and should comment on its reliability. For experimental work, sufficient information on the methodology should be provided to allow the work to be repeated. Students should demonstrate that they understand the theory behind any techniques or apparatus used. They are also expected to show an awareness of any limitations or uncertainties inherent in their techniques and apparatus.**

Achievement level	Descriptor
0	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
1	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
2	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
3	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
4	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

## D: knowledge and understanding of the topic studied

(Objectives 3 and 7)

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. "Academic context", as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

**A biology extended essay should be based on specific, relevant and clearly defined aspects of the biological study of living organisms. The information and ideas should be presented in a way that provides evidence that these have been understood and applied correctly. Material extracted from the sources should be referenced and incorporated into the main body of the essay in a way that demonstrates the student's understanding.**

Achievement level	Descriptor
0	The essay demonstrates no real knowledge or understanding of the topic studied.
1	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
2	The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.
3	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
4	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

## E: reasoned argument

(Objectives 1 and 4)

This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

**Because of the nature of the subject, students writing a biology extended essay must make a special effort to maintain a reasoned, logical argument that focuses on the research question. Essays that attempt to deal with a large number of variables are unlikely to be focused and coherent. A clear and logical argument can be achieved by making repeated reference to the research question and to the hypotheses derived from it. An assessment of the extent to which the hypotheses are supported, or the question is answered, by the data or information accessed should form part of the argument.**

Achievement level	Descriptor
0	There is no attempt to develop a reasoned argument in relation to the research question.
1	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
2	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
3	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
4	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

## F: application of analytical and evaluative skills appropriate to the subject

**The stated conclusion(s) must be based on the data, information and/or evidence presented in the essay. The data must be analysed and presented in such a way that the argument leading to the conclusion is supported and clarified. Tables of raw data will generally not achieve this on their own. Raw data must be analysed, processed and**

**presented in a way that relates clearly and directly to the central argument of the essay. Where appropriate, this analysis should allow for an assessment of the validity of the hypothesis. Errors and uncertainties arising from the methodology, instruments and/or techniques should be analysed and critically evaluated.**

**(Objective 7)**

<b>Achievement level</b>	<b>Descriptor</b>
0	The essay shows no application of appropriate analytical and evaluative skills.
1	The essay shows little application of appropriate analytical and evaluative skills.
2	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
3	The essay shows sound application of appropriate analytical and evaluative skills.
4	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

## G: use of language appropriate to the subject

**Students writing in biology need to show a mastery of, and fluency in, the use of appropriate terminology. At the same time, students need to avoid excessive use of jargon. Any technical terms that are used should be explained and the student must demonstrate an understanding of these terms by using them appropriately within the text. The student must try to maintain a consistent linguistic style throughout the essay.**

### (Objective 6)

Achievement level	Descriptor
0	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
1	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
2	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
3	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
4	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

## H: conclusion

(Objectives 1, 4 and 5)

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

**The conclusion should relate directly to the research question and should point out the main findings of the research. Biological research often reveals unexpected outcomes and these should be pointed out, even if they were not part of the original plan. The original research question may not be fully answered by the investigation. In these cases, the student should point out unresolved issues and make suggestions as to how these might be further investigated.**

Achievement level	Descriptor
0	Little or no attempt is made to provide a conclusion that is relevant to the research question.
1	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
2	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

## I: formal presentation

(Objective 5)

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

**Biological investigations often require the support of referenced material, not only in the form of text or data, but also as diagrams or drawings. Care must be taken to supply references for illustrations taken from sources. Students must avoid the temptation to supply illustrations for their own sake. Illustrative material should only be included if it enhances the argument or supplies information that cannot be easily provided in another way. Original photographs, photocopies or downloaded images that are not labelled or put into the context of the investigation are unlikely to enhance the essay.**

**Biological investigations often result in large quantities of raw data. Large tables of raw data are best included in an appendix. Processed data that is central to the argument of the essay should be included in the body of the essay, as close as possible to its first reference.**

Achievement level	Descriptor
0	The formal presentation is unacceptable, or the essay exceeds 4,000 words.
1	The formal presentation is poor.
2	The formal presentation is satisfactory.
3	The formal presentation is good.
4	The formal presentation is excellent.

## J: abstract

### (Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

**For a biological investigation, the abstract must include the research question and a conclusion that directly relates to the research question. In addition, the description of how the research was conducted must include a description of the methodology and the scope of the study.**

Achievement level	Descriptor
0	The abstract exceeds 300 words <b>or</b> one or more of the required elements of an abstract (listed above) is missing.
1	The abstract contains the elements listed above but they are not all clearly stated.
2	The abstract clearly states all the elements listed above.



## K: holistic judgment

### (Objective 1)

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.

**Qualities that are rewarded under this criterion include the following.**

- **Intellectual initiative:** Ways of demonstrating this in biology essays include the choice of topic and research question, and the use of novel or innovative approaches to address the research question.
- **Insight and depth of understanding:** These are most likely to be demonstrated as a consequence of detailed research and thorough reflection, and by well-informed and reasoned argument that consistently and effectively addresses the research question.
- **Originality and creativity:** These will be apparent by clear evidence of a personal approach backed up by solid research and reasoning.

Achievement level	Descriptor
0	The essay shows no evidence of such qualities.
1	The essay shows little evidence of such qualities.
2	The essay shows some evidence of such qualities.
3	The essay shows clear evidence of such qualities.
4	The essay shows considerable evidence of such qualities.

## A: research question

### (Objectives 1 and 2)

This criterion assesses the extent to which the purpose of the essay is specified. In many subjects, the aim of the essay will normally be expressed as a question and, therefore, this criterion is called the "research question". However, certain disciplines may permit or encourage different ways of formulating the research task.

Achievement level	Descriptor
0	The research question is not stated in the introduction <b>or</b> does not lend itself to a systematic investigation in an extended essay in the subject in which it is registered.
1	The research question is stated in the introduction but is not clearly expressed <b>or</b> is too broad in scope to be treated effectively within the word limit.
2	The research question is clearly stated in the introduction and sharply focused, making effective treatment possible within the word limit.

## B: introduction

### (Objectives 1 and 5)

This criterion assesses the extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the topic chosen is significant and worthy of investigation.

Achievement level	Descriptor
0	Little or no attempt is made to set the research question into context. There is little or no attempt to explain the significance of the topic.
1	Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation.
2	The context of the research question is clearly demonstrated. The introduction clearly explains the significance of the topic and why it is worthy of investigation.

## C: investigation

### (Objectives 1 and 3)

This criterion assesses the extent to which the investigation is planned and an appropriate range of sources has been consulted, or data has been gathered, that is relevant to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level	Descriptor
0	There is little or no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation.
1	A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned.
2	A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation.
3	A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned.
4	An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned.

## D: knowledge and understanding of the topic studied

### (Objectives 3 and 7)

Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2. "Academic context", as used in this guide, can be defined as the current state of the field of study under investigation. However, this is to be understood in relation to what can reasonably be expected of a pre-university student. For example, to obtain a level 4, it would be sufficient to relate the investigation to the principal lines of inquiry in the relevant field; detailed, comprehensive knowledge is not required.

Achievement level	Descriptor
0	The essay demonstrates no real knowledge or understanding of the topic studied.
1	The essay demonstrates some knowledge but little understanding of the topic studied. The essay shows little awareness of an academic context for the investigation.
2	The essay demonstrates an adequate knowledge and some understanding of the topic studied. The essay shows some awareness of an academic context for the investigation.
3	The essay demonstrates a good knowledge and understanding of the topic studied. Where appropriate, the essay successfully outlines an academic context for the investigation.
4	The essay demonstrates a very good knowledge and understanding of the topic studied. Where appropriate, the essay clearly and precisely locates the investigation in an academic context.

## E: reasoned argument

### (Objectives 1 and 4)

This criterion assesses the extent to which the essay uses the material collected to present ideas in a logical and coherent manner, and develops a reasoned argument in relation to the research question. Where the research question does not lend itself to a systematic investigation in the subject in which the essay is registered, the maximum level that can be awarded for this criterion is 2.

Achievement level	Descriptor
0	There is no attempt to develop a reasoned argument in relation to the research question.
1	There is a limited or superficial attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question.
2	There is some attempt to present ideas in a logical and coherent manner, and to develop a reasoned argument in relation to the research question, but this is only partially successful.
3	Ideas are presented in a logical and coherent manner, and a reasoned argument is developed in relation to the research question, but with some weaknesses.
4	Ideas are presented clearly and in a logical and coherent manner. The essay succeeds in developing a reasoned and convincing argument in relation to the research question.

## F: application of analytical and evaluative skills appropriate to the subject

### (Objective 7)

Achievement level	Descriptor
0	The essay shows no application of appropriate analytical and evaluative skills.
1	The essay shows little application of appropriate analytical and evaluative skills.

2	The essay shows some application of appropriate analytical and evaluative skills, which may be only partially effective.
3	The essay shows sound application of appropriate analytical and evaluative skills.
4	The essay shows effective and sophisticated application of appropriate analytical and evaluative skills.

## **G: use of language appropriate to the subject**

(Objective 6)

Achievement level	Descriptor
0	The language used is inaccurate and unclear. There is no effective use of terminology appropriate to the subject.
1	The language used sometimes communicates clearly but does not do so consistently. The use of terminology appropriate to the subject is only partly accurate.
2	The language used for the most part communicates clearly. The use of terminology appropriate to the subject is usually accurate.
3	The language used communicates clearly. The use of terminology appropriate to the subject is accurate, although there may be occasional lapses.
4	The language used communicates clearly and precisely. Terminology appropriate to the subject is used accurately, with skill and understanding.

## **H: conclusion**

(Objectives 1, 4 and 5)

This criterion assesses the extent to which the essay incorporates a conclusion that is relevant to the research question and is consistent with the evidence presented in the essay.

Achievement level	Descriptor
0	Little or no attempt is made to provide a conclusion that is relevant to the research question.
1	A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay.
2	An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. It should include unresolved questions where appropriate to the subject concerned.

## **I: formal presentation**

(Objective 5)

This criterion assesses the extent to which the layout, organization, appearance and formal elements of the essay consistently follow a standard format. The formal elements are: title page, table of contents, page numbers, illustrative material, quotations, documentation (including references, citations and bibliography) and appendices (if used).

Achievement level	Descriptor
0	The formal presentation is unacceptable, or the essay exceeds 4,000 words.
1	The formal presentation is poor.
2	The formal presentation is satisfactory.
3	The formal presentation is good.
4	The formal presentation is excellent.

## **J: abstract**

#### (Objective 5)

The requirements for the abstract are for it to state clearly the research question that was investigated, how the investigation was undertaken and the conclusion(s) of the essay.

Achievement level	Descriptor
0	The abstract exceeds 300 words <b>or</b> one or more of the required elements of an abstract (listed above) is missing.
1	The abstract contains the elements listed above but they are not all clearly stated.
2	The abstract clearly states all the elements listed above.

### **K: holistic judgment**

#### (Objective 1)

The purpose of this criterion is to assess the qualities that distinguish an essay from the average, such as intellectual initiative, depth of understanding and insight. While these qualities will be clearly present in the best work, less successful essays may also show some evidence of them and should be rewarded under this criterion.

Achievement level	Descriptor
0	The essay shows no evidence of such qualities.
1	The essay shows little evidence of such qualities.
2	The essay shows some evidence of such qualities.
3	The essay shows clear evidence of such qualities.
4	The essay shows considerable evidence of such qualities.

## Group 2

These subject guidelines should be read in conjunction with the "Introduction", "Outline" and "Details—all essays" sections of this guide.

## Overview

A group 2 extended essay is intended for students who are studying a second modern language. Students may **not** write a group 2 extended essay in a language that they are offering as a language A1 for their diploma.

There are 3 categories of group 2 extended essays:

- Category 1—Language
- Category 2—Culture and society (a or b)
- Category 3—Literature.

Students should put the category in which they have presented their essay alongside the subject in which it is registered on the cover sheet of the extended essay, for example, English B Cat: 2 (b); German B Cat :3; Spanish B Cat : 1.

A group 2 extended essay provides students with the opportunity to develop their awareness and knowledge of the language studied, and their understanding of the culture concerned. This is achieved by enabling students to pursue their interest in the language through research based on texts (taken to be any meaningful piece of spoken or written language, for example, an article, a book, a play, a poem) or on specific cultural artifacts (such as works of fine art or architecture, films, radio or television programmes, or popular music).

The extended essay must be written in the language for which it is registered (the target language). It must be focused on matters related to the target culture.

The extended essay is a **research essay** and the assessment criteria emphasize the importance of research skills rather than linguistic proficiency. Although a certain level of ability in the language is obviously desirable in order to undertake a group 2 extended essay, fluency is neither a prerequisite nor a guarantee of success. In fact, students who are fluent in the language but who do not demonstrate the required research skills will definitely achieve a lower mark than students who are less fluent but who fulfill the other assessment criteria.

## Choice of topic

As indicated in the "Overview" section, a group 2 extended essay aims to develop students' knowledge and understanding of the target language and culture. Any proposed topic that will not further that aim should be rejected. The essay should consist of the study of an issue in one of three categories: language, culture and society, or literature. Combinations of these are also permissible. Each category has specific requirements that are described in this section. In addition, students should ensure that their topic:

- is worthy of investigation. For example, "Does tourism have a future in Switzerland?" or "Is the wine industry an important source of income for France?" would be too trivial for an essay of 4,000 words.
- is not too broad and allows for an effective treatment within the word limit. Topics such as "Racism in France", "The theatre of the absurd", or "A history of the French language" would need to be given a sharper focus.
- provides them with an opportunity to develop an argument and to demonstrate critical analysis and personal judgment rather than just knowledge. Topics that are merely

descriptive or narrative, or that only summarize secondary sources (such as “French cheeses”, “The Provence region”, “The events of May 1968 in Paris”), should be avoided.

In each category the examples given are for guidance only.

### Category 1: language

The essay should be a specific analysis of the language (its use, structure and so on) normally related to its cultural context or a specific text.

<b>Language</b>	<b>French</b>
Topic	Language laws in Quebec
Research question	To what extent has Bill 101 contributed to increasing the prevalence of the French language in Quebec?
Approach	An investigation into the effect of Bill 101 on the status of the French language in Quebec.
<b>Language</b>	<b>Japanese</b>
Topic	Foreign words ( <i>gairaigo</i> ) in Japanese
Research question	Do young people use more words of foreign origin than older people?
Approach	A survey of younger people and older people. Results are compared for knowledge of foreign words, frequency of their use and attitude towards their use.
<b>Language</b>	<b>Spanish</b>
Topic	Alternative use of the forms “vos” and “usted” in the Spanish of the Rio de la Plata (River Plate) region
Research question	To what extent have differences between formal and informal usage disappeared from the language used in the Rio de la Plata region?
Approach	An investigation into the language of young people from Buenos Aires in the Rio de la Plata region in a range of communicative situations.

### Category 2: culture and society

#### A: essays of a sociocultural nature with an impact on the language

The essay should be an analysis of a cultural nature that describes the impact of a particular issue on the form or use of the language.

<b>Language</b>	<b>French</b>
Topic	Language and feminism
Research question	Should feminine forms of more job titles be created in French to reflect shifting gender roles?
Approach	An examination of the linguistic and sociological arguments for and against the feminization of more job titles in French.
<b>Language</b>	<b>Japanese</b>
Topic	Language for family members
Research question	Does Japanese need new words to describe non-traditional family relationships as society changes?
Approach	A commentary on how the use of the words "shujin" and "kanai" have changed, together with an examination of the social factors that may require new linguistic terms for family relationships to be created.
<b>Language</b>	<b>Spanish</b>
Topic	Language and discrimination
Research question	To what extent does the language used by groups of young students from a secondary school in Buenos Aires reflect racial discrimination?
Approach	A sociolinguistic investigation into the way language used by young people reflects attitudes of discrimination present in contemporary society.

#### **B: essays of a general cultural nature based on specific cultural artifacts**

The essay should be an analysis of a more general cultural nature but specific to a country or community where the language is spoken. Topics that are too broad and could apply to many cultures (like globalization, the death penalty or eating disorders) are inappropriate.

Essays of a general cultural nature must be based on specific cultural artifacts. Cultural artifacts in this context are understood to include a wide variety of phenomena, ranging from works of fine art to newspapers, magazines and cartoons, to films, television programmes and popular music.

<b>Language</b>	<b>French</b>
Topic	Social criticism in the songs of MC Solaar



Research question	What is the nature of MC Solaar's rap critique of modern French society?
Approach	An investigation into the thematic content of MC Solaar's songs.
<b>Language</b>	<b>Japanese</b>
Topic	Adverts in the Japanese media
Research question	How and why do Japanese advertisers use such a high proportion of non-Japanese models in advertising?
Approach	An analysis of adverts targeted at the youth market seen over a one-month period, together with an analysis of how these are targeted, and possible reasons why the images used are chosen.
<b>Language</b>	<b>Spanish</b>
Topic	Representation of women in tango
Research question	Which roles do women play in tango lyrics?
Approach	A critical and thematic analysis of a corpus of tango lyrics to reveal female roles.

### Category 3: literature

The essay should be an analysis of a literary type, based on a specific work or works of literature exclusively from the target language. In the case of a comparison of texts, **all** texts must originally have been written in the target language.

<b>Language</b>	<b>French</b>
Topic	Haitian politics as depicted in works by Dany Laferrière and Gary Victor
Research question	Does Dany Laferrière in <i>Pays sans chapeau</i> share the same point of view on Haitian politics as Gary Victor in <i>La Piste des sortilèges</i> ?
Approach	An investigation into the similarities between the ways these two writers treat this theme.
<b>Language</b>	<b>Japanese</b>
Topic	Pastoral references in Kenji Miyazawa

Research question	What role does the natural world play in <i>Chumon no ooi ryoriten</i> ?
Approach	A commentary on the literary devices used by the author, together with the effect these have on the work.
Language	Spanish
Topic	Fictionalization of history in Abel Posse's novels
Research question	How does Abel Posse construct an imaginary history in his novel <i>El largo atardecer del caminante</i> ?
Approach	A textual analysis to reveal the narrative techniques used by the author to make the plot contrast with the order of chronological events.

## Treatment of the topic

The student should demonstrate an understanding of the issues raised by the research question and offer an objective, balanced analysis of these issues. The essay must be presented as a coherent argument, supported by relevant examples. Essays that are simply descriptive are unlikely to achieve a high mark.

In the case of an essay of a general cultural nature, the student should focus on, and research, what makes the topic specific and unique to the country or countries concerned. The student may draw relevant comparisons with another culture, if appropriate. However, it is essential that the focus remains on the culture of the language concerned. The purpose of comparisons is to shed light on the specific cultural issues raised by the research question of the essay.

Students may choose to analyse texts in a detailed literary fashion, or they may use literary texts as a means of exploring the target language or its culture and society.

Whenever questionnaires have been used or statistics presented, the student must show an understanding of the results and be able to interpret them with reference to the issue. A copy of any questionnaires or surveys should be included as an appendix.

If photographs and/or illustrations have been used, they should be labelled, explained and justified in the context of the topic.

## Interpreting the assessment criteria

### Criterion A: research question

The research topic can often be best defined in the form of a question. It may, however, also be presented as a statement or proposition for discussion. It must:

- be specific and sharply focused
- be stated clearly early on in the essay
- fit in one of the categories (language, culture and society, or literature), or be a combination of these.

If the topic does not meet the requirements of one of the three possible categories (for example, if an essay of a general cultural nature is not based on specific cultural artifacts), a maximum of level 1 is awarded. If the research question is not related to the target language/culture/literature, level 0 is awarded.

### **Criterion B: introduction**

The introduction of the essay should be brief. It should focus on the research question and how it relates to existing knowledge of the subject. The student's personal experience or particular opinion is rarely relevant here.

For category 1 (language) and category 2 (culture and society) essays, the introduction should make clear how the chosen topic is specific or of special interest to the target culture.

For category 3 (literature) essays, lengthy accounts of the historical or biographical context of a literary text should be avoided, as they usually do not help to explain the significance of a topic in a satisfactory manner.

### **Criterion C: investigation**

Students must use authentic sources, mainly written in the target language. In the case of literature-based essays, all texts must have originally been written in the target language. Literary quotations must also be in the target language of the essay (that is, taken from the original works and not from translations).

Students are encouraged to look critically at the secondary sources that they read. The proper planning of an essay should involve interrogating secondary sources in light of the research question, so that the views of critics are used to support the student's own argument, and not as a substitute for that argument. It may thus be helpful for a student to challenge a statement by a critic instead of simply agreeing with it.

For category 3 (literature) essays, the relevant information to support the argument of the essay should mainly come from the primary text (although consulting a range of secondary sources may also be helpful).

If students make use of Internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability.

### **Criterion D: knowledge and understanding of the topic studied**

Students must demonstrate knowledge and understanding of the topic chosen, together with its context: historical, social and cultural, as well as academic.

For category 1 (language) and category 2 (culture and society) essays, this knowledge should be based at least partially on primary sources. (Primary sources are specific cultural artifacts, data and interviews. Secondary sources are textbooks, published criticism, articles and so on.)

For category 3 (literature) essays, the quality of the student's understanding of the primary text(s) is the main concern.

Where the topic of the essay is not related to the target language/culture/literature, level 0 is awarded. Where the topic of the essay is not convincingly related to the target language/culture/literature, level 1 is the maximum that may be awarded.

### **Criterion E: reasoned argument**

Students should be aware of the need to give their essays the backbone of a developing argument. Personal views should not simply be stated but need to be supported by reasoned argument to persuade the reader of their validity.

For category 1 (language) and category 2 (culture and society) essays, a mere compilation of facts or a description of events does not suffice.

For category 3 (literature) essays, students should be aware that straightforward description of a literary text through plot summary or narration of the action does not usually advance an argument and should generally be avoided (although, where a little-known text is under discussion, a brief description may be appropriate).

### **Criterion F: application of analytical and evaluative skills appropriate to the subject**

Appropriate application of analytical and evaluative skills here is the use of persuasive analysis and argument to support a personal interpretation or point of view. Second-hand interpretations or viewpoints that are derived solely from secondary sources will lose marks under this criterion, as will purely descriptive or narrative essays.

### **Criterion G: use of language appropriate to the subject**

Clarity and precision of communication in group 2 essays includes the correct use of vocabulary, sentence structure and grammar, as well as the selection of an appropriate register and style.

There is no single acceptable style for essays. They may be written with, for example, different degrees of personal emphasis, some writers using the first person and others preferring a more impersonal mode of communication. Whether a style is appropriate or not depends on the common practice in each different language or culture.

### **Criterion H: conclusion**

“Consistent” is the key word here: the conclusion should develop out of the argument and not introduce new or extraneous matter. It should not repeat the material of the introduction; rather, it should present a new synthesis in light of the discussion.

### **Criterion I: formal presentation**

This criterion relates to the extent to which the essay conforms to academic standards about the way in which research papers should be presented. The presentation of essays that omit a bibliography or that do not give references for quotations is deemed unacceptable (level 0). Essays that omit one of the required elements—title page, table of contents, page numbers—are deemed no better than satisfactory (maximum level 2), while essays that omit two of them are deemed poor at best (maximum level 1).

### **Criterion J: abstract**

The abstract is judged on the clarity with which it presents an overview of the research and the essay, not on the quality of the research question itself, nor on the quality of the argument or the conclusions.

The abstract should be written in the language of the extended essay. Elements such as personal information about the student and his or her reasons for choosing the topic should not be included in the abstract.

### **Criterion K: holistic judgment**

Qualities that are rewarded under this criterion include the following.

- Intellectual initiative: Ways of demonstrating this in group 2 essays include the choice of topic and research question, and locating and using a wide range of sources, including some that may have been little used previously or generated for the study (for instance, transcripts of oral interviews).
- Insight and depth of understanding: These are most likely to be demonstrated as a consequence of detailed research, reflection that is thorough and well informed, and reasoned argument that consistently and effectively addresses the research question.
- Creativity: In group 2 essays, this inclu

## Group 1

These subject guidelines should be read in conjunction with the “Introduction”, “Outline” and “Details—all essays” sections of this guide.

## Overview

A group 1 extended essay is intended for students who are writing in their best language (that is, students who could offer the language in question as a language A). The essay must be written in the language for which it is registered. Students studying a group 2 language who are interested in writing about the literature of that language should read the “Group 2” section. It is intended that students should not submit a group 1 extended essay in their group 2 language.

There are 3 categories of group 1 extended essays:

- Category 1—Studies of a literary work(s) originally written in the language in which the essay is presented
- Category 2—Studies of a literary work(s) originally written in the language of the essay compared with literary work(s) originally written in another language
- Category 3—Studies in language.

Students should put the category in which they have presented their essay alongside the subject in which it is registered on the cover sheet of the extended essay, for example, English A Cat: 2; German A Cat : 3; Spanish A Cat : 1.

A group 1 extended essay in categories 1 and 2 in literature provides students with an opportunity to:

- study in-depth a literary topic that is suitable in nature and scope for discussion in this form
- engage in independent literary criticism and include, where appropriate, established critical comment
- develop the ability to put forward their views persuasively and in a well-structured manner, using a register appropriate to the study of literature.

A group 1 extended essay in Category 3—Studies in language provides students with an opportunity to:

- develop skills of textual analysis by considering how language, culture, and context influence the ways in which meaning is constructed in texts
- think critically about the different interactions which exist between texts, audiences, and purposes
- develop the ability to convey views persuasively and in a well-structured manner, using an appropriate academic register.

## Choice of topic

### Categories 1 and 2: Literature

The extended essay may relate to work studied in class but students must take care in all cases to demonstrate relevant wider reading and individual study.

Appropriate literary works may be chosen from any source including the IB Diploma Programme prescribed list of authors. Most importantly, texts should be of sufficient literary merit to enable the student to develop sustained literary analysis.

**Category 1: Studies of a literary work(s) originally written in the language in which the essay is presented**

The essay must be based on the literature of countries where the language is spoken (that is, all works discussed will originally have been written in the language of the essay).

The following five examples of research questions for group 1, category 1 extended essays are intended as guidance only.

<b>Language</b>	<b>English</b>
Topic	Dance in Jane Austen's novels
Research question	"What are the role and the significance of dance in <i>Pride and Prejudice</i> and <i>Emma</i> ?"
<b>Language</b>	<b>English</b>
Topic	Death in Emily Brontë's and Emily Dickinson's poetry
Research question	"How is the subject of death treated in selected poems by Emily Brontë and Emily Dickinson?"
<b>Language</b>	<b>French</b>
Topic	Fiction and history in Blaise Cendrars' <i>L'Or</i>
Research question	"How and why does Cendrars modify facts and rewrite history in his first novel?"
<b>Language</b>	<b>Danish</b>
Topic	The presentation of nature in poetry
Research question	"Perceptions of nature in Danish poetry of the 1890s."
<b>Language</b>	<b>Italian</b>
Topic	Imagery and themes in the work of Giovanni Pascoli
Research question	"The theme of the nest in the poetry of Giovanni Pascoli."

**Category 2: Studies of a literary work(s) originally written in the language of the essay compared with a literary work(s) originally written in another language**

The essay must be a comparison of at least one literary work originally written in the language of the essay with a literary work or works originally written in a different language to that of the essay and studied in translation.

The following three examples of research questions for group 1 category 2 extended essays are intended as guidance only.

<b>Language</b>	<b>English/French/German</b>
Topic	The presentation of the hero in literature
Research question	"In what different ways do Shaw, Anouilh and Schiller present Joan of Arc in their respective plays?"
<b>Language</b>	<b>French/Russian</b>
Topic	Male authors and female characters
Research question	In what ways do the male authors of <i>Anna Karenina</i> and <i>Madame Bovary</i> seek to render their heroines sympathetic to the reader? How far do they succeed?"
<b>Language</b>	<b>Italian/English</b>
Topic	The use of literary tradition
Research question	"Themes and stylistic devices from Dante in T.S. Eliot's <i>The Waste Land</i> and <i>Four Quartets</i> ."

The topic chosen must be **literary** in nature and could be about a particular aspect, or be a comparative study of a work or works, author, period or genre.

The following examples of titles for group 1 literature extended essays are intended as guidance only. The pairings illustrate that focused topics (indicated by the first title) should be encouraged rather than broad topics (indicated by the second title).

English: "Religious imagery in *Wuthering Heights*" **is better than** "Religion in the Brontës".

English: "A comparison of the presentation of racial conflict in one work by James Baldwin and one work by Richard Wright" **is better than** "Racial conflict in the works of American writers".

French: "The portrayal of women in the works of Zola" is better than "The works of Zola".

French: "Existentialism in *Les Mains Sales* and *Les Mouches* by Sartre" **is better than** "What is existentialism?"

Spanish: "The treatment of social conflict in *La Busca* by Pío Baroja" **is better than** "Social conflict in modern literature".

### Category 3: Studies in language



Where appropriate, students may compare and contrast different languages and cultures. However, the main focus of category 3 extended essays should be on the language and culture(s) of the language in which the extended essay is written.

Category 3 extended essays emphasize the production and reception of texts in cultural contexts, and essays of a general cultural nature are not appropriate. They must involve close textual analysis. It is emphasized that texts are constructed and understood in specific cultural and historical contexts; meaning may be contested.

The examples given below are, apart from example 7, specific to a particular language due to the importance of constructing a precise research question. However, these examples may also be appropriate as an area of study in another language and context. The following seven examples of research questions for group 1, category 3 extended essays are intended as guidance only.

#### **Examples 1, 2 and 3: Language in a cultural context**

Students have the opportunity to explore how language develops in specific cultural contexts, how it impacts on the world, and the ways in which language shapes both individual and group identity.

<b>1. Language</b>	<b>English/French/German</b>
Topic	The impact of electronic communication technologies on meaning
Research question	An analysis of the development and implications of “Twitter” reactions to the 2010 election campaign in Britain.
<b>2. Language</b>	<b>English</b>
Topic	The use of persuasive language in political speeches
Research question	How far does the use of rhetoric in Barack Obama’s speeches increase their effectiveness?
<b>3. Language</b>	<b>French</b>
Topic	The use of persuasive language in political speeches
Research question	How, and to what extent, did De Gaulle’s rhetorical strategies change over time in his political speeches?

#### **Examples 4, 5, 6 and 7: Language and mass communication**

Students are able to consider the way language is used in the media, and may address how the production and reception of texts is influenced by the medium in which they are written.

<b>4. Language</b>	<b>German</b>
Topic	News coverage
Research question	How were the views taken by different groups in support of Greece during its financial crisis of 2010, constructed in the German popular press?
<b>5. Language</b>	<b>Spanish</b>
Topic	News coverage
Research question	How has the Spanish print media portrayed illegal immigration from Africa into Spain since 2005?
<b>6. Language</b>	<b>Chinese</b>
Topic	Advertising
Research question	How does Chinese advertising of luxury goods use language and image to construct a particular view of the West?
<b>7. Language</b>	<b>Any appropriate language</b>
Topic	Public information
Research question	How does the use of startling visual imagery in a public health information campaign (on smoking, for example) function, and what does it reveal about prevailing cultural ideas of the body and health?

## Treatment of the topic

**Categories 1 and 2–Literature:** literary works often address, for example, philosophical, political or social questions. However, the major focus of the essay should be the literary treatment of such questions. The literary works should not be a pretext for interdisciplinary study and should not be treated simply as documentary evidence in a discussion of philosophical, political or social issues. Students should always consider how the texts work as literature, dealing with aspects such as the effects they achieve, the devices they use and the way they are written.

Students should not use the extended essay solely as a vehicle for their own thoughts but, after providing careful analysis of the author's ideas, should present their personal views on the way the author has treated the subject. There should be a compromise between building on the wisdom of more experienced critics and introducing new personal elements. The mere reiteration of the views of established literary critics will not result in a successful extended essay.

Essays that attempt to interpret literary works as reflections of the writer's life are rarely successful, tending to produce reductive readings based on second-hand information. Biographical topics should thus usually be avoided.

**Category 3–Studies in language:** whatever area of language study the student chooses for their extended essay they will need to give focused and critical attention to the text or texts being considered. This close analysis must be integrated into a wider discussion of the contexts in which the text or texts are produced and understood.

Students are encouraged to adopt an analytical, critical position, and to show awareness of potentially conflicting viewpoints on texts and their meaning in a wider social context. Straightforward descriptive essays are inappropriate. Students should aim to be balanced, argue coherently, and present relevant supporting examples.

Students should develop a focused and manageable research question, approaching it critically and independently.

## **Texts**

The term 'text' for the purpose of a category 3 language extended essay is defined to include the widest range of oral, written and visual materials present in society. This range will include:

- single and multiple images with or without written text
- literary written texts and text extracts
- media texts, for example films, radio and television programmes and their scripts
- electronic texts that share aspects of a number of media texts, for example, video sharing websites, web pages, sms messages, blogs, wikis and tweets.
- oral texts will include readings, speeches, broadcasts and transcriptions of recorded conversation.

When writing the essay, students must bear in mind that any narrative and/or descriptive material included should be directly relevant to the critical analysis. A précis of the student's reading is not sufficient.

## **Interpreting the assessment criteria**

### **Criterion A: research question**

For all three categories of group 1 essays, although the research question can best be expressed in the form of a question, it may also be presented as a statement or proposition for discussion.

The research question must:

- be specific and sharply focused
- be stated clearly in the introduction of the essay or on the title page
- be related to the target literature/language.

The research question must not:

- be too narrow or too obvious.

### **Criterion B: introduction**

For categories 1 and 2 literature essays, the context should be established succinctly and should not be an excuse for padding out an essay with a lengthy account of the historical or biographical context

of a literary text. Instead, the introduction should focus on the student's choice of research question and include an explanation as to why they made that choice. In some cases, students may be able to say how it relates to existing knowledge on the topic but, since they cannot be expected to know the whole range of secondary writing on major texts, it is sufficient for them to state briefly why they have chosen their particular research question and what they think it has to offer.

For category 3 language essays, the introduction of the essay should be brief. It should focus on the research question and how it relates to existing knowledge of the subject. The introduction should make clear how the chosen topic is specific or of special interest to the target language and culture(s).

### **Criterion C: investigation**

For categories 1 and 2 literature essays, the range of resources includes, in the first place, the primary texts being studied (and, possibly, other writings by the author(s) in question, such as essays, journals and letters) and, less importantly, secondary sources such as published criticism on those texts. The correct planning of an essay should involve interrogating secondary sources in light of the research question, so that the views of critics are used to support the student's own argument, and not as a substitute for that argument. It may thus be helpful for a student to challenge a statement by a critic instead of simply agreeing with it. In a literary context, the data gathered is principally the evidence the student finds in the primary text(s) to support the argument of the essay. If students make use of internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability.

For category 3 language essays, an extended essay in language presupposes a close and critical consideration of a primary text or texts (where the term "text" is broadly defined; see above). Such texts should be authentic, clearly identified, and appropriate to the language and culture(s) of the extended essay. Secondary sources will be used to provide a framework for critical analysis of primary texts, eliciting how language, culture, and context impact on the construction of meaning. Students should aim to develop their own argument, rather than simply adopting the views of critics. Students are also encouraged to take a critical perspective on secondary sources. If students make use of internet-based sources, they should do so critically and circumspectly in full awareness of their potential unreliability.

### **Criterion D: knowledge and understanding of the topic studied**

For categories 1 and 2 literature essays, the topic studied here is principally the primary text(s) that is/are the focus of the essay. The quality of the student's understanding of the primary text(s) is the main concern. The use of secondary sources is not an essential requirement: this may be helpful in the case of classic texts, enabling discussion to start at a higher level, but it should not replace the student's personal engagement with the primary text(s).

For category 3 language essays, the topic studied is a primary text or texts, explored and understood through a critical consideration of its culturally specific production and reception. Students should move between analysis of the linguistic features of a primary text or texts and the social and cultural circumstances in which it is produced and understood. In this way, knowledge and understanding are revealed through the way a student is able to understand and situate a text or texts in its cultural context. Students should demonstrate an awareness of meaning as a constructed and often contested entity.

### **Criterion E: reasoned argument**

For all three categories of group 1 essays, students should be aware of the need to give their essays the backbone of a developing argument. Personal views should not simply be stated but need to be supported by reasoned argument to persuade the reader of their validity.

For categories 1 and 2 literature essays, a straightforward description of a literary text through plot summary or narration of the action does not usually advance an argument and should generally be

avoided (although, where a little-known text is under discussion, a brief description may be appropriate).

For category 3 language essays, straightforward descriptive or narrative accounts of a text or texts that lack critical analysis do not usually advance an argument and should be avoided.

### **Criterion F: application of analytical and evaluative skills appropriate to the subject**

For all three categories of group 1 essays, appropriate application of analytical and evaluative skills is the use of persuasive analysis and argument to support a personal interpretation. Second-hand interpretations that are derived solely from secondary sources will lose marks under this criterion, as will purely descriptive essays that list examples of literary (categories 1 and 2) and language (category 3) motifs but fail to critically analyse them.

### **Criterion G: use of language appropriate to the subject**

For all three categories of group 1 essays, there is no single acceptable style for essays, which may be well-written in different ways—with, for example, different degrees of personal emphasis, some writers using the first person and others preferring a more impersonal mode of expression. Clarity and precision of communication in a group 1 essay includes the correct use of language.

### **Criterion H: conclusion**

For all three categories of group 1 essays, “consistent” is the key word here: the conclusion should develop out of the argument and not introduce new or extraneous matter. It should not repeat the material of the introduction; rather, it should present a new synthesis in light of the discussion.

### **Criterion I: formal presentation**

For all three categories of group 1 essays, this criterion refers to the extent to which the essay conforms to academic standards about the way in which research papers should be presented. The presentation of essays that omit a bibliography or do not give references/citations for quotations is deemed unacceptable (level 0). Essays that omit one of the required elements—title page, table of contents, page numbers—are deemed no better than satisfactory (maximum level 2), while essays that omit two of them are deemed poor at best (maximum level 1).

### **Criterion J: abstract**

For all three categories of group 1 essays, the abstract is judged on the clarity with which it presents the three required elements, not on the quality of the research question itself, nor on the quality of the argument or the conclusions.

### **Criterion K: holistic judgment**

For all three categories of group 1 essays, this criterion allows examiners to reward work that shows initiative, creativity and insight, even if the essay does not achieve the highest standard overall. Routine essays on well-worn topics will not score highly under this criterion

# World studies

These subject guidelines should be read in conjunction with the “Introduction”, “Outline” and “Details—all essays” sections of the *Extended essay* guide (first published March 2007, updated November 2008, February 2009).

## Overview

An extended essay in world studies invites students to conduct an in-depth, **interdisciplinary** investigation into an issue of contemporary, global importance. Examples of pressing issues include the global food crisis, climate change, terrorism, energy security, and global health problems such as the spread of HIV Aids and drug-resistant tuberculosis. Complex issues such as these cannot be adequately understood or addressed if only approached from the perspective of a single subject. While students are not expected to deal with such issues comprehensively, they are expected to bring aspects of different subjects/disciplines together to generate new insights and understandings about the issue they choose to investigate.

The aims of this interdisciplinary extended essay, while similar to those for single subject essays, are distinct in several important ways (shown in *italics*). The interdisciplinary essay is designed to provide students with the opportunity to:

- pursue independent research on a focused topic, *using concepts, perspectives, findings, or examples from at least two different subjects/disciplines*
- develop research and communication skills, *including the ability to communicate to audiences from more than one subject/discipline*
- develop the skills of creative and critical thinking, *particularly those skills involved in integrating concepts, theories, perspectives, findings, or examples from different subjects/disciplines to develop new insights or understandings*
- engage in a systematic process of research appropriate to the topic – *a process that is informed by concepts, theories, perspectives and methods from the chosen subjects/disciplines*
- experience the excitement of intellectual discovery, *including insights into how different subjects/disciplines complement and / or challenge one another when used to address the same topic or issue*

Furthermore, in line with the IBO’s aim of developing internationally minded people who, recognizing their common humanity and shared guardianship help to create a better and more peaceful world, the world studies extended essay seeks to advance students’ **global consciousness**. Global consciousness encompasses:

- *global sensitivity* – a sensitivity to local phenomena and experiences as manifestations of broader developments on the planet
- *global understanding* – the capacity to think in flexible and informed ways about issues of global significance
- *global self* – a perception of self as a global actor and member of humanity, capable of making a positive contribution to the world

In the IB Diploma Programme, global consciousness can be seen as “the capacity and the inclination to place people, objects, situations with which we come into contact, and the self within the broader matrix of our contemporary world. An individual exhibits global consciousness when she is attuned to daily encounters with world cultures, landscapes and products; can place such encounters in a broader narrative or explanatory framework of contemporary global processes; and perceives herself as an actor in such a global context”.<sup>1</sup>

## Personal research log

The **personal research log** is an essential part of the world studies extended essay process, providing a space for candid reflection on the issue being studied and how it relates to students' own worldviews, values and aspirations as global citizens. Students will be particularly encouraged to think about the issue they are investigating in the following ways:



The personal research log also supports students to do high quality interdisciplinary work by inviting them to reflect on the process of researching and writing an essay involving two or more subjects/disciplines. It is particularly important to record issues or setbacks in the research process, and responses to them (often such things may be invisible in the final essay).

Students may include selected insights from their personal research logs in their final essay; these insights could be included in the introductory and concluding sections, or might judiciously inform examples and analysis throughout the essay. Numerous prompts for the personal research log are provided at the end of these guidelines.

The personal research log will help supervisors to complete their reports that accompany the final essays. These reports help examiners to award marks, particularly under *Criterion K: holistic judgment*.

<sup>1</sup> Boix Mansilla, V., & Gardner, H. (2007). From teaching globalization to nurturing global consciousness. In M. M. Suarez-Orozco (Ed.), *Learning in the global era: International perspectives on globalization and education*. Berkeley, CA: The University of California Press.

The personal research log is...

- a map that tracks the development and organization of ideas
- a record of the processes and shifts in thinking
- a place to capture authentic personal reflections and responses to ideas and issues
- a record of significant moments in the research and reflection process
- a means of developing a critical and reflective stance on one's own work
- a place to explore ideas and ways of knowing within subjects/disciplines, as well as to make connections across subjects/disciplines
- an opportunity for dialogue and feedback between the student, supervisor and peers

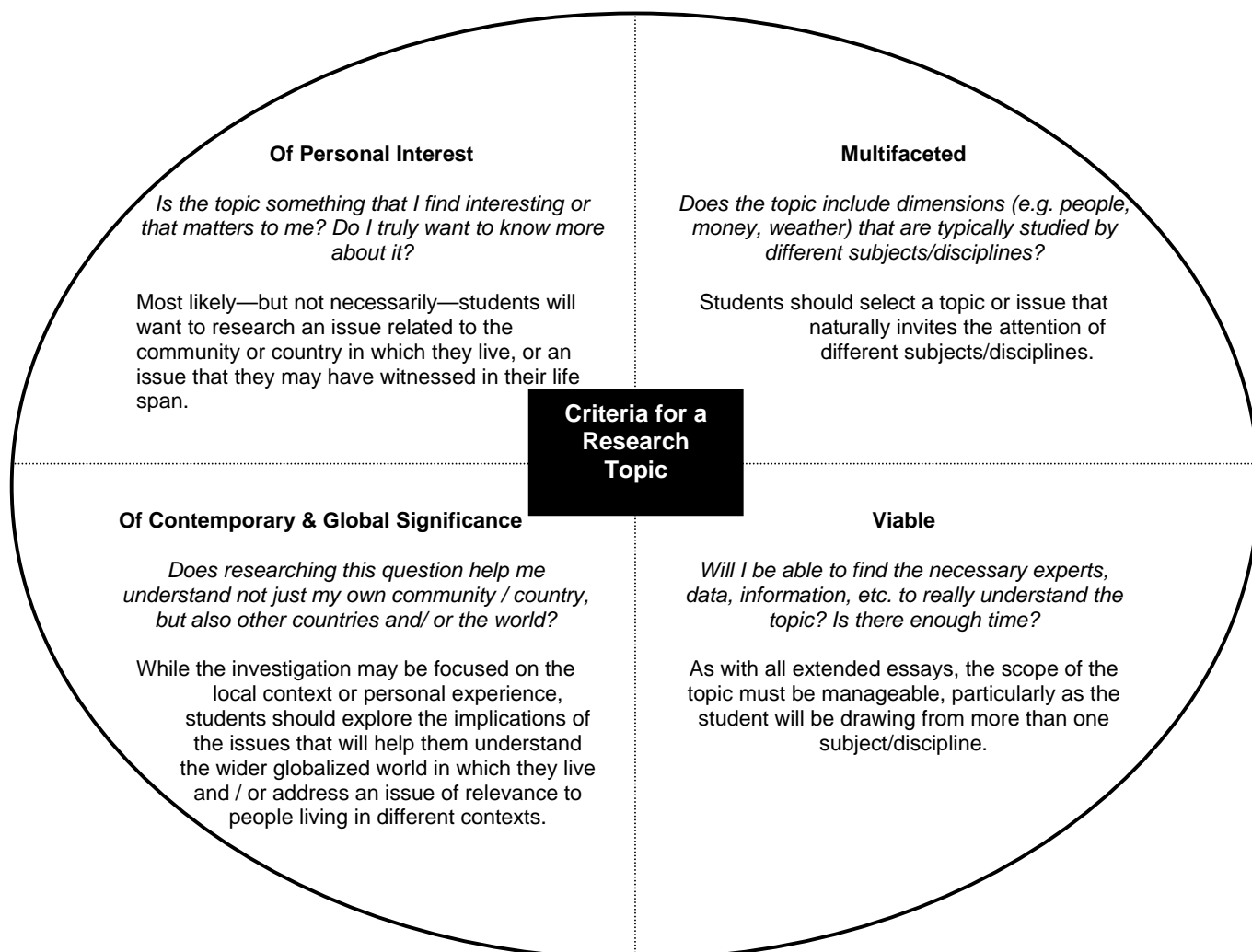
The personal research log is *not*...

- a tedious and impersonal account of the research and writing process that makes no effort to personalize the issue under study
- a write-up put together *after* the essay has been completed in order to meet the IBO's requirements
- a series of superficial or token reflections that are only tangential to the actual essay
- a haphazard collection of unrelated reflections; at every point, the issue under study should be the focus of the entries
- a self-laudatory record of 'correct' developments in thinking; it should be a sincere effort at tracking how thinking has developed



## Choice of topic

There are many interesting topics that are potentially suitable for a world studies essay. Below are some questions that should guide students in their choice of the topic:



An example of how a student could consider the above questions is given below:

**Research Topic**

Introducing a new technology to Indian villages

**Of Personal Relevance**

Two villages near my school campus rely on the Mula River for their water supply; the water is filtered by the villagers using a cloth, which makes it unsafe to drink. Will the villagers be receptive to using a solar powered water filtration unit to obtain hygienic drinking water?

**Of Contemporary & Global Significance**

The world's clean water supply is depleting, and the main and most lethal consequence of this is that many people are forced to consume contaminated water, especially in rural areas where safe drinking water is either not provided or is unaffordable. If there is a better alternative (e.g. a solar powered water filtration unit) that is cheap and efficient, how can we ensure access to it? The findings of my study could have important policy implications for rural development programs elsewhere in the world.

**Multifaceted**

I will need to research how the lack of clean drinking water affects the people's health (science), and study the villagers and their ways of life to understand how they might perceive the new technology, and why they might not welcome it (history and anthropology).

**Viable**

- I learned that the company that builds the filtration unit can provide a sample for the trials in the village
- The college lab technician speaks the local dialect and so can help me explain the use of the unit to the villagers, and install and maintain the filtration unit
- The Internet provides information on the water crisis and the health problems related to it
- The two villages are near the school, which makes testing and collecting data easy
- The local governments of the two villages are keen to have the filtration unit tested in their villages
- I could test the impact and reception of the technology in a relatively short time period

**See Section A in “Suggested prompts” for further ideas on how to select a topic for the research study.**

## Treatment of the topic

Students should choose a specific research question that is both interesting and challenging to them. The question chosen should be limited in scope and sufficiently narrow to allow students to examine an issue or problem in depth. It should present the student with the opportunity to collect or generate information and / or data for analysis and evaluation. For many extended essays, the topic will be phrased in the form of a question, but alternatives such as launching the investigation with a hypothesis are also viable.

World studies essays must show how insights from the selected subjects/disciplines connect deeply and meaningfully to address the topic. Students' understanding of the topic should be enriched by the integration of the different subjects/disciplines used in the inquiry, in ways that a single subject/disciplinary focus would not have achieved.

The following examples of world studies extended essays are intended as guidance only. The pairings illustrate that multifaceted questions should be encouraged rather than broad ones that do not clearly state exactly what *about* the issue is being investigated.

- “What are the economic and cultural causes of infant malnutrition in a rural district of Maharashtra, and what are the public health policies needed to mitigate it?” **is better than** “Infant malnutrition in a rural district of Maharashtra”
- “What are the legal and social factors that promote and / or inhibit the success of the demobilization programme in Colombia, and what lessons can future programmes learn from this case study?” **is better than** “Will the *Law of Peace and Justice* successfully help the demobilization of the Autodefensas Unidas de Colombia?”
- “How does powdered milk affect the health of infants, and why is it such a popular alternative to mother’s milk in both developing and developed countries?” **is better than** “Why baby formula kills: death of a baby in Genoa due to contaminated powdered milk”

A weak essay in this category would be one that

- does not give a strong sense of why the inquiry matters and is important, *OR*
- is largely based on common sense information rather than employing concepts theories findings from the subjects/disciplines involved, *OR*
- uses subjects/disciplines (e.g. their knowledge or methods) without a clear and coherent idea of why these are warranted in the inquiry, *OR*
- juxtaposes theories, methods and findings from different subjects/disciplines without any attempt to show how they come together to address the topic in a relevant or compelling way.

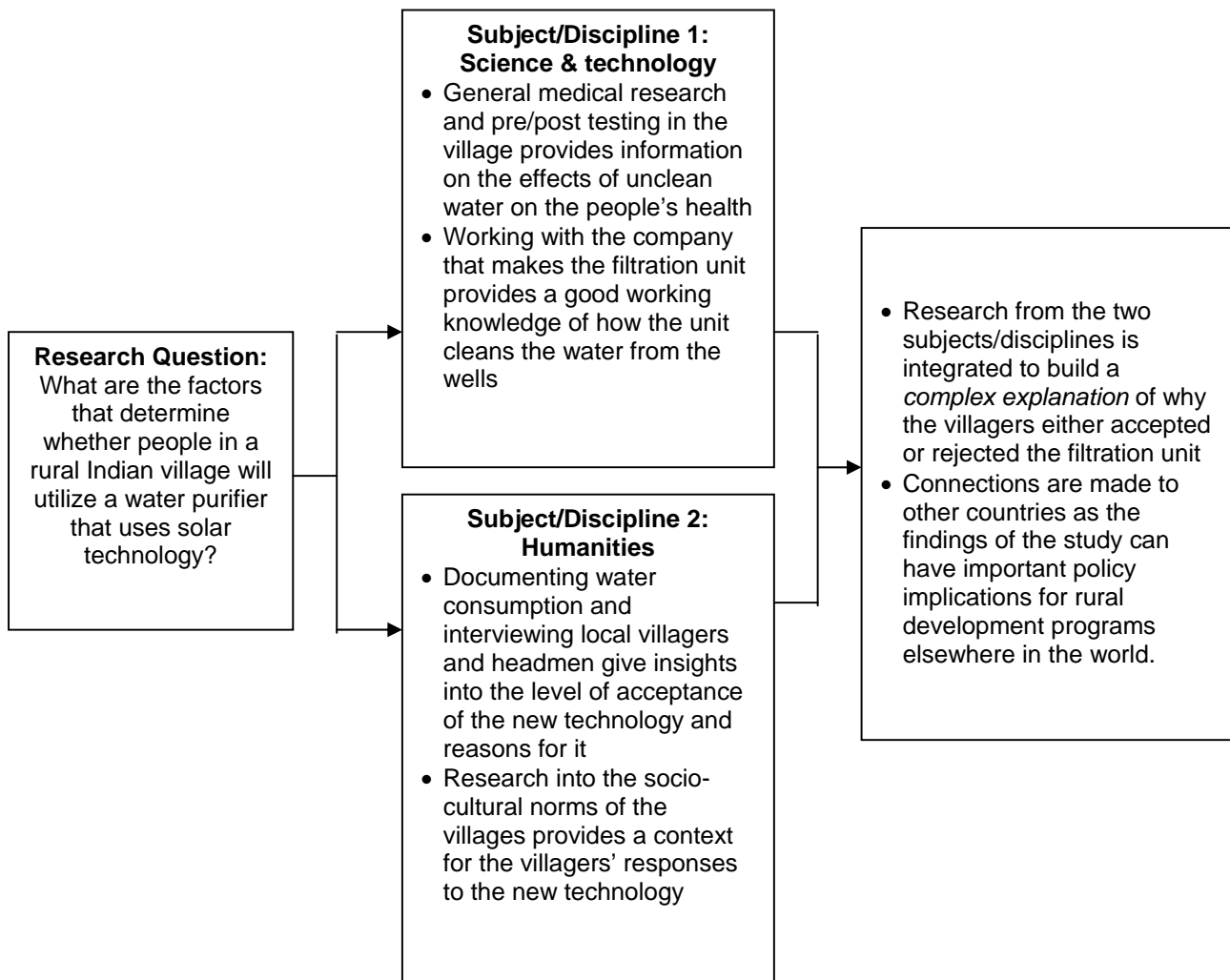
One way to help students clearly articulate their research focus and plan is to encourage them to prepare a paragraph formulating the issue to be investigated. Such a paragraph could include:

- a clear statement of the research question
- an explanation of why the topic is relevant on the personal, local and global levels
- the dimensions of the issue that will be examined as well as dimensions that will NOT be addressed
- the areas of expertise (subjects and fields) that will inform the investigation including rationales for each subject’s contribution
- a clear statement about the link between the local and global realities being explored
- intended resources and advisors for the inquiry

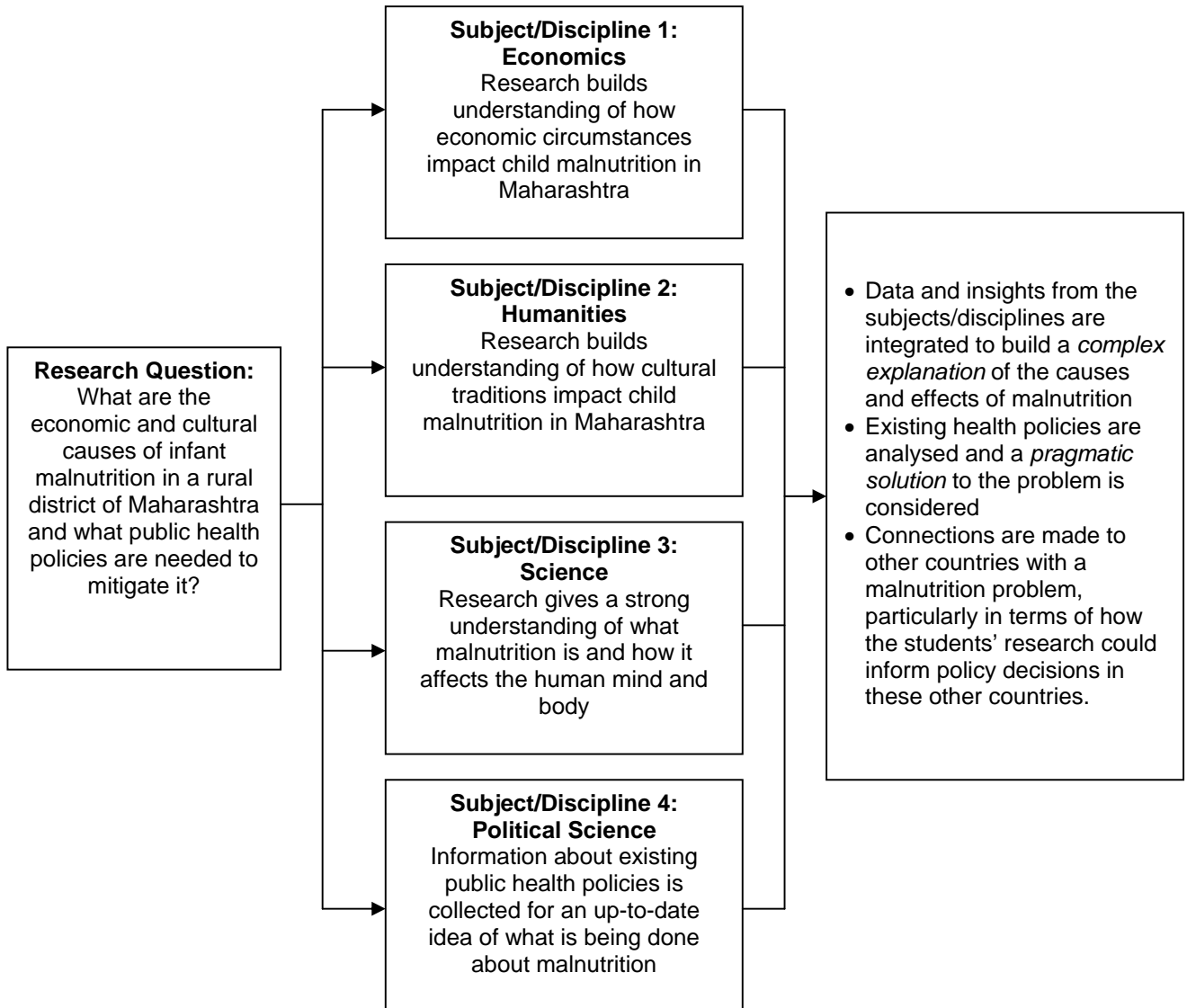
This paragraph can eventually serve as the basis for the abstract of the extended essay.

The students' research questions should determine how many subjects/disciplines are brought together and which aspects of the subjects/disciplines are used. There are various ways to bring the subjects/disciplines together effectively—for example, through a complex causal explanation, a model or solution, an analogy, a leading metaphor.

An example of an interdisciplinary research question that requires a deep study of two subjects/disciplines is:



An example of an interdisciplinary research question that requires a broad study of several subjects/disciplines is:



See Section B in “Suggested prompts” for ideas on how to develop a specific research question.

See Section C in “Suggested prompts” for ideas on how to develop global consciousness *throughout* the essay research and writing process.

## Interpreting the assessment criteria

These notes refer to the assessment criteria in the *Extended* essay guide

### **A: research question**

In world studies, the research question must focus on an issue of contemporary global relevance that the student is invested in; at the same time, this is an *interdisciplinary* essay and the research question must clearly invite an integrative approach.

### **Criterion B: introduction**

The introduction should explain succinctly the significance and context of the topic, why it is worthy of investigation using an interdisciplinary approach, which subjects/disciplines will be used and why, and how the research question relates to existing knowledge. A good introduction also provides an outline of the essay and may contain a hypothesis. It should not contain irrelevant background material.

### **Criterion C: investigation**

The materials, sources, data and evidence considered should be relevant to the study, and deployed appropriately in the essay given the perspectives of the subjects/disciplines being used.

### **Criterion D: knowledge and understanding of the topic studied**

Students should appropriately select concepts, theories, perspectives, findings or examples from two or more subjects/disciplines, demonstrating a sound grasp of the knowledge bases, modes of understanding, and methods of communication of the different subjects/disciplines. They should place the issue in academic context and indicate the limitations of individual subjects/disciplines in terms of considering the issue. The award of achievement levels of 2 or above requires evidence that two or more subjects/disciplines have been used in the essay. Higher levels (3 or 4) require increasingly explicit awareness of the strengths and limitations of the individual subjects/disciplines.

### **Criterion E: reasoned argument**

Students should present their ideas in the form of a logical and coherent argument that is relevant to the research question. Ideas should be substantiated with evidence and examples. Straightforward descriptive or narrative accounts that lack analysis do not usually advance an argument and should be avoided. In addition, successful (level 3 or 4) interdisciplinary essays require an *integrative* argument or explanation—that is, the different subjects/disciplines should be coherently brought together to address the question (e.g., through a complex causal explanation, a leading metaphor, a model, an analogy).

### **Criterion F: application of analytical and evaluative skills appropriate to the subjects/disciplines**

Students should analyse and evaluate their evidence in a manner appropriate to the question asked and the subjects/disciplines employed in the essay (e.g. assessing the reliability of sources, evaluating the implications of research reports). At the highest level (4), students should demonstrate effective and nuanced analysis and evaluation of information and findings, as well as evaluate the success and limitations of their own integrative approach to the issue.

**Criterion G: use of language appropriate to the subject**

The use of language must be effective and include terminology relevant to the issue under study. Students should keep in mind that contested or ambiguous terms may need to be defined and that their work should be accessible and acceptable to audiences from the different subjects/disciplines being integrated.

**Criterion H: conclusion**

The essay should have a conclusion consistent with its argument indicating how understanding has been advanced by the integration of perspectives from different subjects/disciplines, leading to new insights and new questions.

**Criterion I: formal presentation**

This criterion relates to the extent to which the essay conforms to academic standards about the way in which research papers should be presented. The presentation of essays that omit a bibliography or that do not give references for quotations is deemed unacceptable (level 0). Essays that omit one of the required elements – title page, table of contents, page numbers – are deemed no better than satisfactory (maximum level 2), while essays that omit two of them are deemed poor at best (maximum level 1).

**Criterion J: abstract**

The formal abstract should include (1) the research question, (2) how and why it was investigated, including the subjects/disciplines involved and how they were brought together, and (3) the conclusion.

**Criterion K: holistic judgment**

Qualities such as personal engagement, initiative, depth of understanding, insight, inventiveness and flair are assessed under this criterion. Students are also expected to demonstrate signs of an emerging *global consciousness* (awareness of issues around them, understanding of the world in which we live and sense of themselves as global citizens) through their essay and in their logs. The award of achievement level 2 requires that the essay shows some evidence of a range of such qualities or clear evidence of one of such qualities. Higher achievement levels (3 and 4) require that students show considerable evidence of global consciousness. Such evidence may be found in personal reflections embedded in the essay, when they are appropriately framed in an academic context. Evidence of growing global consciousness may also be found informally in students' personal research logs.

## APPENDICES

### Suggested prompts

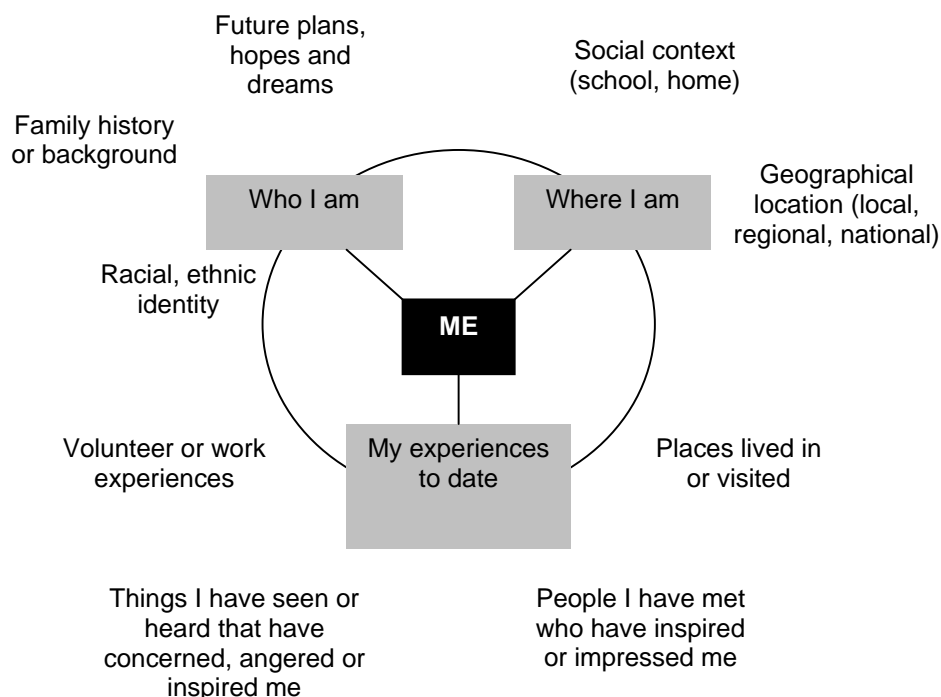
- A:    Coming up with an idea..... p 12**
- B:    Developing a specific research question.....p 15**
- C:    Some Prompts for the Personal Research Log.....p. 17**



## Appendix A: Coming up with an idea

### How do I find a topic of personal interest to me?

- Use a graphic organizer like the one below to brainstorm ideas or connections that might help you to think of a topic:



- Brainstorm a list of issues you care about or would like to know more about. You could use categories like *politics*, *economics*, *science*, *environment*, *society*, etc to help you.
- If you were going to contribute some of your own money, or raise funds for a good cause, who would you give the money or funds to and why would that be your choice? You should not limit your ideas to just charity organizations; research institutes doing work that you think is important, or non-governmental groups that are involved in a cause that you find worthwhile can also be considered.

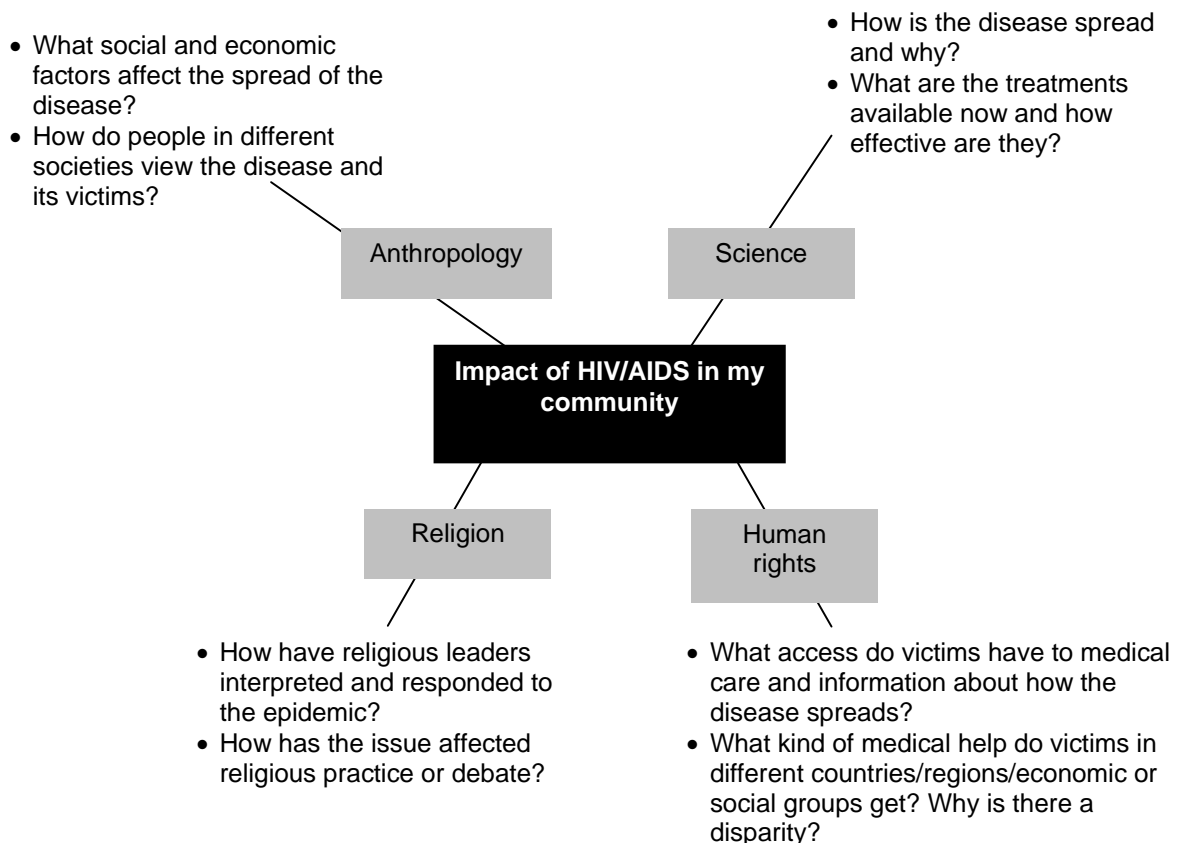
### How do I find a topic that has contemporary and global significance?

- Browse through a selection of local, national and international news magazines or newspapers. Make clippings or take notes of themes that seem important both on a local and international level and which are of interest to you.
- Brainstorm ideas that come to you when you see the word “globalization” or the slogan “Think global, act local.” What themes emerge for you?
- Survey some adults you know, particularly those who grew up in the place you live in now. How do they think life has changed since they were your age? What concerns them

or intrigues them about what is happening in the world today, and how do they see this issue affecting the area in which you live?

### How do I find a topic that is multifaceted?

- Create a concept map to brainstorm all the possible aspects of a topic that you might be interested in. Think about how this topic could be approached from different subjects/disciplines. Then see if there are interesting connections that you can draw between different subjects/disciplines. An example has been created for you:



#### Possible connections from the concept map:

- How have religious leaders and religious practices affected how people in different societies view HIV/AIDS and its victims? What are the implications of my findings for public health policy? (Makes connections between religion and anthropology from the diagram.)
- Which groups (if any) are getting access to the best available treatment for HIV/AIDS in my community and why? How could top quality treatment be extended to more people? (Makes connections between science and human rights from the diagram.)

- Brainstorm in detail things that you associate with your topic. Now with a different colour pen, indicate which subjects/disciplines you associate with each item you have brainstormed. Does this indicate that the topic is multifaceted? Does it suggest which subjects/disciplines might be productively brought together to further your understanding of the issue?

**How do I make a final decision if I have more than one topic of interest?**

- You could consider ranking the different topics that you are considering. For example, you could use the following criteria to help you choose the best option:

	Option 1	Option 2	Option 3	Option 4
Which topic do I feel most connected to? Which do I care most about?				
Which topic seems most relevant for understanding today's interconnected and globalized world?				
Which topic seems to offer the most compelling and interesting reason for bringing perspectives from different subjects/disciplines together?				
Which topic seems most feasible in terms of available time, resources and expertise?				

## B: Developing a specific research question

Consider the following questions as you set about articulating your research question:

*What is it precisely about the topic that I want to research?*

Given the limited time and resources that you have, it would be wise to think about which subjects/disciplines you are most interested in using to address your topic.

*What subjects/disciplines would these selected aspects require me to study?*

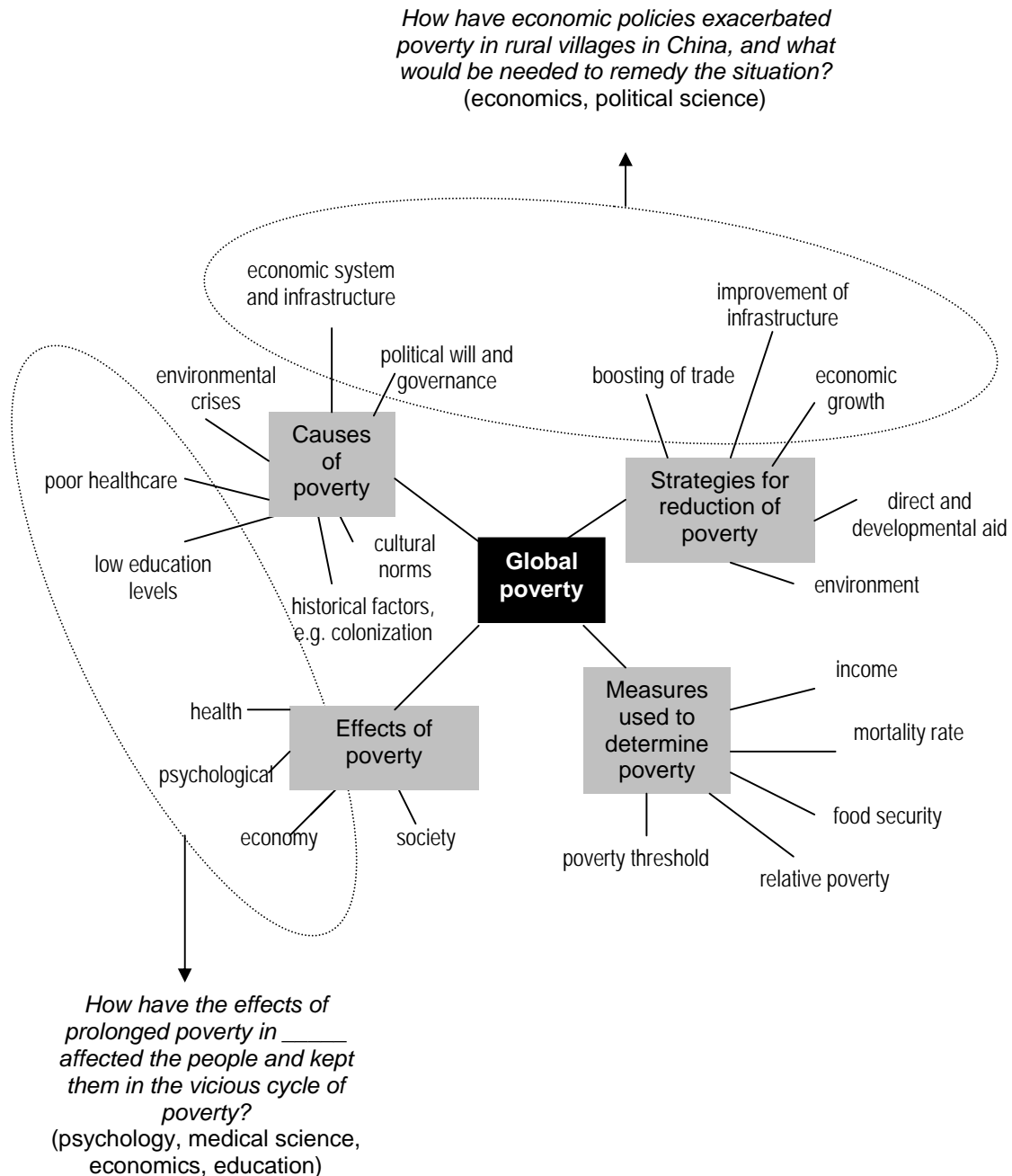
Many subjects/disciplines can inform the topic: political science, economics, history, anthropology, environmental science, medical science, etc. You will need to consider carefully which subjects/disciplines would be directly relevant for your research.

*What is it about the selected subjects/disciplines that I would have to know?*

Not everything in the subject/discipline needs to be mastered; rather, only certain aspects of the subject/discipline relevant to your study should be understood. Therefore, pick strategically the dimensions of the subjects/disciplines that will directly inform your research.

For example, if you choose to write an essay on climate change, you may draw on the concept of “the tragedy of the commons” in economics to examine our communal use of the atmosphere. This does not mean that you need to comprehensively study everything in the subject/discipline of economics. However, it also does not mean that a simple reference to “the cost of gasoline” can *count* so to speak as representative input from economics.

Below is a chart that shows the different areas that one might need to know to understand global poverty, as well as how a judicious selection of certain dimensions would answer different questions:



## Appendix C: Some Prompts for the Personal Research Log

### Overview

Students demonstrate global consciousness when they *pay attention* to the products, music, media programs, games and people they encounter as indicators of global connections. When they can place such events, issues, and objects in a *broader and well-informed understanding of how the world works* and when they then begin to *view themselves as participants* and actors in such a world. Thus, nurturing global consciousness involves raising such sensitivity, understanding and expanded sense of self.

Global consciousness is only partially fostered through an academic understanding of the earth system. A personal connection to such understandings is essential, as is having multiple opportunities to think about local-global problems on an ongoing basis. By being embedded in a culture of global awareness, understanding and participation, students are more likely to develop the longstanding habits of mind and dispositions toward international-mindedness toward which we strive at the IBO. Schools and classrooms may do so by creating “cultures” of global sensitivity— whereby, the language, expectations, classroom images and artifacts, assignments, informal classroom rituals help make informed and meaningful connections between local and global realities, and help students reflect about their role as citizens in multiple spheres of participation.

The personal reflection log complements the extended essay by inviting students to link their academic inquiry with their personal sense of relevance, commitments, values and beliefs. It seeks to invite students into an honest reflection about themselves and the world problems in which they are interested.

Below are some suggestions for how teachers could encourage students to use their personal research log as a space to reflect on the research topic being investigated and its relation to their own worldviews, values, and aspirations as global citizens. Prompts can be selected and used by teachers or students at different times in their inquiry process.

### Global sensitivity: noticing issues around us

*Global sensitivity* refers to sensitivity to local phenomena and experiences as manifestations of broader developments on the planet. The purpose of these prompts is to raise students’ awareness about local and global connections and the manifestation of the problem that they study in their everyday life. By noticing “issues around us”, students expand the number of opportunities to transfer what they learn outside school settings; they reflect on the relevance and sometimes ubiquitous nature of their chosen topic for study.

- Suggest students use a digital camera or gather images from newspapers or magazines to illustrate how their research question connects with local and global contexts. For example, a student working on migration may decide to make digital portraits of a neighbouring migrant community and compare them with images from their country of origin. They may take pictures of a local community through the eyes of a migrant (themselves). Students could label or write short descriptions of the images to explain the choices they made in the selection of images and the question that this exploration raises for the study in which they are about to embark. The point of this experience is to reframe their research topic in terms of its connections to both the local and the global contexts that surround student life.
- Students could begin a map of connections that show clearly how the research topic links them to their immediate community and/or culture, as well as to wider communities and/or cultures. They can consider writing a short memo on how they come to make those connections.

- Invite students to create a ripple chart that illustrates how the impact of the research topic can be felt in increasingly expanding circles beyond their community. They could consider questions like: *Who or what creates these ripples? What impact do these ripples have on people and their ways of life?*
- Encourage students to follow news events related to the issue that they are investigating and explain why the topic that they have chosen seems to matter. Learners could:
  - track headlines of news about their research topic that appear on major newspapers or online news networks (e.g. CNN, BBC, New York Times) on a weekly basis, *or*
  - select a local website that pays attention to the issue under investigation, and track the related links to how the issue has resonance in other communities and countries, *or*
  - post the issue as one that they are interested in on their networking sites, and invite their networks to help them track news events on the issue.

### **Global understanding: understanding the world in which we live**

*Global understanding* refers to the capacity to think in flexible and informed ways about issues of global significance. The reflection prompts below seek to support students' reflection regarding the issue under study itself. They aim at helping students reflect on key disciplinary terms and vocabulary necessary to understand the topic in deep interdisciplinary ways; they invite students to consider multiple dimensions and interests associated with the issue under study and seek to expand students' geo-perspectives on the issue.

- Encourage students to pose their research topic to people they know (e.g. parents, relatives, peers, teachers, community leaders) and record the perspectives that these people take when addressing the topic **OR** Invite students to take and compare the perspectives of different actors and stakeholders in the issue under study and raise questions about (or explain) these actors' interests, experiences, relation to the problem under study.
- Invite students to reflect on the topic that they are investigating using 3 or 4 of the following questions<sup>2</sup>:
  - What do you think you know about this topic?
  - What questions or puzzles do you have?
  - What does the topic make you want to explore?
  - How are the ideas and information you have found connected to what you already know?
  - What new ideas did you get that extend your thinking in new directions?
  - What is still challenging or confusing for you? What questions or puzzles do you now have?
  - If you were to write a headline for this topic or issue right now that captures the most important aspect to keep in mind, what would that headline be?
- Suggest to students that they record a few key terms, quotations and/or ideas that they come across in the course of the investigation, and write responses to these quotations and/or ideas.
- Invite students to create a jigsaw diagram or concept map showing all the different pieces that they find necessary for an informed understanding of their research topic. The diagram could include key dimensions of the topic under investigation, key players, impact on people and places, cultures that have been affected, etc

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<sup>2</sup> <http://www.pz.harvard.edu/Research/AERA06ThinkingRoutines.pdf>

## **Global self: becoming a global citizen**

*Global self* refers to a perception of self as a global actor and member of humanity, capable of making a positive contribution to the world. The prompts in this section seek to help students reflect about the personal meaning that the issue they study may hold and the ways in which they can position themselves vis-à-vis the issue and as citizens of the world today.

- Encourage students to consider why and how the research topic is personally relevant to them. For example, they can write about the first time that the issue came to their attention, and the subsequent significant moments when they had questions about the topic, or developed their understanding of it.
- Challenge students to think about what other topics or issues they would want to investigate next, and why those would be their choices. IF applicable, students may be invited to reflect about their college studies preferences in relation to the world issue being studied
- Suggest that students use three or four different images to represent how they understand their current and possible future roles in the issue that they are investigating. For example, if they are investigating global warming, they could think of how they (as well as people they know) impact the devastation or conservation of the environment through the things they now do, and follow up with how they would like to play a part in halting the devastation in their future work.
- Invite students to consider practical ways in which they could positively impact the issue they are investigating, and then select one that they describe in detail. For example, they could write a plan for an intervention (e.g. an awareness campaign), explain their reasons for choosing it, and how they would carry it out.



## IB EXTENDED ESSAY TOPICS

As part of the IB program, students have to prepare a 4000 word essay on a topic of their choice. Each student's work is supervised by a staff member. This year's students have chosen to write about the following topics:

### **(NOTE THIS IS A TOPIC LIST FOR THE SCHOOL NEWSPAPER. IT IS NOT A SET OF RESEARCH QUESTIONS)**

Monique Andrew	The economic impact of the Melbourne Music and Blues Festival.
Isabelle Blanc	Investigating the amount of sulfur dioxide in different dried fruits.
Fiona Bourne	Australian Foreign policy during the Second World War.
Hannah Bramhall	To what extent was Elizabeth 1 influenced by her advisors looking at the Spanish Armada and the detention and execution by Mary Queen of Scots?
Jennifer Callegari	How women gain power in 'Enid', 'Vivien', 'Guinevere' and 'Elaine', four Arthurian poems by Tennyson.
Andrea Cannon	Vectors and Projectile motion.
Alison Carver	The social impact and ethical issues associated with the use of IT designed to assist the deaf and hearing impaired.
Melissa Chew	An investigation of the factors which affect the sulphur dioxide content in white wine.
Anastasia Dean	The rise and fall of German expressionism and its effect on society.
Constantina Demetriou	How will the European Union help the unification of Cyprus?
Harriet Dwyer	The Australian childhood experience in 'My Brother Jack' and 'The Shark Net'.
Audrey Eer	Has the introduction of Aldi led to a reduction in prices in supermarkets?
Alexandra Fone	Exploring the effect of various car detergents on the growth rate of grass.
Laila Hamzi	It seems as though peace between the Jews and Palestinians in the Middle East conflict is impossible in the foreseeable future. Why?
Georgina Harvey	Unemployment measurement is an inaccurate measurement of the true level of unemployment. A study of Australia's unemployment statistics.
Annabelle Hawes	The depiction of Ned Kelly in Robert Drewe's 'Our Sunshine', Peter Carey's 'The True History of the Kelly Gang' and Douglas Stewart's play 'Ned Kelly'.
Jeanni Hokin	To what extent was Rasputin's relationship with the Romanovs responsible for their dethronement?
Wanchen Huo	To what extent is the health of indigenous Australians a social rather than a medical issue?
Emily Jordan-Baird	Did King Arthur exist as a real person?
Margaret Lee	How and why Australian poet Peter Bakauskis chooses to 'chronicle a spectrum of responses to life' through his poetry.
Xiaowen Li	A comparison between the Chinese and Australian media coverage during the Iraq War.
Jun Liu	The buildings of Glenn Murkett analysed with respect to climate and landscape.
Feng-Yuan Liu	How various events affected educational changes in China during the Great Proletarian Cultural Revolution.
Amelia Lutz	The effect of anti-fungal treatments on fungus.
Anna McMahon	Who was principally responsible for the death of the Romanovs? Lenin and the revolution or Nicholas and his actions?
Jane Newman	How does the music of Schoenberg, Webern and Berg reflect the artistic innovation of Vienna in the 1920s.
Stephanie Alice Phillips	What were the major turning points in Northern Ireland's history in the Stewart's first century of rule?
Karlina Proctor	Investigating the anti-bacterial properties of eucalyptus.
Mary Shamaly	How does western/modern art influence or affect Coptic iconography?
Merinda Stewart	The collapse of Ansett had a long term effect on the unemployment level in

Georgina Stobart	Australia. To what extent was the Soviet Union responsible for the breakup of Yugoslavia in 1980?
Louise Teo	The efficiency of the Pharmaceutical Benefits Scheme and its sustainability in the Australian Pharmaceutical industry.
Bianca Wachtel	Peace and conflict in Zimbabwe.
Xinya Wu	How well were the May 1998 ethnic riots against the Chinese in Indonesia resolved?
Yanyue Wu	The contribution of the Chinese to society and economy in early Victoria.
Yueh-Yueh Yang	The reflection of Jane Austen's society on the society portrayed in 'Pride and Prejudice'.

Frequently Asked Questions Regarding Extended Essay Guidelines (page number in parentheses)

1. Must a supervisor be a teacher within the school? Yes. The school must ensure that each student has a qualified supervisor who is a teacher at the school (7)
2. Should each supervisor have a copy of the IB Extended Essay Guide? Yes (7)
3. How many times can a supervisor read and comment on a candidate's draft? One time only. "The supervisor is required to read and comment on the first draft only of the extended essay (but does not edit the draft)." (8)
4. Can a supervisor edit a candidate's draft? No. (8)
5. How much time should the supervisor spend with each student? 3 to 5 hours is strongly recommended. (8)
6. Can a candidate work with or consult external sources (i.e., people, agencies, universities, labs)? Yes, however, it remains the responsibility of the supervisor within the school to complete all the requirements described in the guide. Additionally, personal contact by the supervisor or extended essay coordinator should be made in order to ensure that the outside source understands their limitations and the school's expectations. Consider having the outside source sign an ethics statement. (9)
7. Is it advisable for students to write their extended essays in subject areas that they do not study? "Choosing to write the extended essay in a subject area that is not being studied as part of the Diploma Programme often leads to lower marks." (12)
8. Does the 4000 word limit include items such as the table of contents, charts, maps, equations, citations, or the abstract? No, these items do not count against the 4000 word limit. See page 15 for specifics.
9. Can the bibliography or works cited page contain citations for sources not directly cited in the essay? No. "Sources that are not cited in the body of the essay, but were important in informing the approach taken, should be cited in the introduction or in an acknowledgment. The bibliography [or works cited] should list only those sources cited in the essay." (16)
10. Does IB require the use of a certain documentation style? No, only that a style be used consistently. (17)
11. Can students add extra information that is pertinent to the essay in an appendix or footnotes? "Appendices, footnotes, and endnotes are not an essential section of the extended essay; examiners are not required to read them." (18)

12. Are there certain materials that should not be included along with the essay when it is submitted to an examiner? Yes. See page 19 for specifics.
13. Can a supervisor authenticate an essay even if he/she believes the essay is plagiarized?  
No (20)
14. Who is responsible for ensuring academic honesty? ...”ultimately the student is responsible for ensuring that his or her extended essay is authentic. It is the responsibility of the supervisor to confirm this.” (32)
15. Can Group 2 teachers edit student essays? No. No editing of any essays in any of the subject areas. (8)

**DiBianca, Richard. “Making Extended Essays Public.” Journal of Best Practices of IB Schools in North America and the Caribbean 1.1 (2004): 68. International Baccalaureate. 19 Sept. 2007**  
**<http://www.ibo.org/ibna/research/journalbp.cfm>.**

The Extended Essay, perhaps the most intellectual, rigorous and scholarly requirement of the full Diploma Programme, is all too often a private exercise— researched, written and read by no more than a handful of people. This is unfortunate, given the uniqueness of such an academic enterprise among secondary school students in addition to the tremendous time and effort involved in its production.

However, there are a few simple ways that will allow IB students greater recognition for their rigorous undertaking. These approaches serve three important public objectives—celebrating genuine scholarship, recognizing Diploma students, and promoting the IB programme within the school and the greater community. Here are some examples that have been successful for our school:

- Have an Extended Essay Night. In the spirit of an exhibition, an Extended Essay Night, to which the school or greater community is invited, can give burgeoning scholars their well-deserved recognition. Such an event allows students an opportunity to “exhibit their expertise before family and community.”<sup>1</sup> In addition, the high quality of the essays and ensuing discussion will certainly impress the audience and give them a deeper understanding of IB.
- Include Extended Essay Titles on the School Transcript. In addition to indicating the candidacy of an IB Diploma student, a transcript (or transcript supplement) that includes an Extended Essay title will communicate both the scholarship of the student and identify an explicit academic interest to college admissions officials. It can also serve as a great topic for discussion in the college interview.
- Put Extended Essays on Reserve in the School Library. Not only can doing this provide the school with high-quality research on a variety of topics and assure the academic immortality of your Diploma students, it also provides each subsequent IB Diploma class of Extended Essay writers with a wide range of sample essays to learn from. [Note: As not all essays are good models, it is a good idea to identify which essays were awarded high (e.g. ‘A’ and ‘B’) scores.]

It has been our experience that approaches such as these raise the community’s awareness about Extended Essays and about the IB Diploma Programme, in general. In addition, they raise the bar for our Diploma students...and the eyebrows of everyone else.

***Richard DiBianca, Ph.D., is the Upper School Principal and IB Diploma Coordinator at Newark Academy in Livingston, NJ.***

<sup>1</sup> Coalition of Essential Schools. Ten Common Principles. January 2004.  
<[www.essentialschools.org](http://www.essentialschools.org)> The sixth principle of CES’ Ten Common Principles states, “Teaching and learning should be documented and assessed with tools based on student performance of real tasks. . . Students should have opportunities to exhibit their expertise before family and community. The diploma should be awarded upon a successful final demonstration of mastery for graduation - an “Exhibition” . . .The emphasis is on the students’ demonstration that they can do important things.”